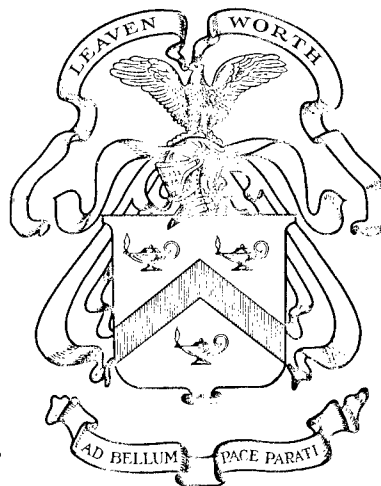


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INSTITUTIONAL SELF STUDY
US Army Command and General Staff College
September 1975
Volume I



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DEPARTMENT OF THE ARMY
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
FORT LEAVENWORTH, KANSAS 66027

ATSW-ER

1 September 1975

Dr. Randall Thompson
Commission on Institutions of Higher Education
North Central Association of Colleges and Schools
5454 South Shore Drive
Chicago, IL 60615

Dear Dr. Thompson:

Submitted herewith is an institutional self-study of the US Army Command and General Staff College. The study constitutes the College's application for Membership Status in the North Central Association as a master's degree-granting institution.

The self-study was developed in accordance with the guidelines of the North Central Association by a special task force. It represents a comprehensive analysis of College goals and achievements.

On the basis of the self-study the College requests that an on-site evaluation be conducted.

Sincerely,

A handwritten signature in black ink, appearing to read "J. H. Cushman", is written over the typed name.

J. H. CUSHMAN
Major General, USA
Commandant



PREFACE

In 1962 the Educational Survey Commission concluded its report with the following paragraph:

As a result of the Commission's examination of the United States Army Command and General Staff College and its visits to the colleges and schools of the other services, it became apparent to the members that CGSC is a unique institution with a quality program that is specifically tailored to Army requirements. The United States Army Command and General Staff College is satisfying the qualitative requirements of the Army in a commendable manner. While it is difficult to express the tremendous value of CGSC to the United States and its Allies, the continuous demand by senior commanders for its graduates is considered adequate testimony of the stature enjoyed by the College. Although graduation from CGSC is not the culmination of an officer's military education and training, nor is this so intended, the Commission is convinced that, as the careers of CGSC graduates encompass subsequent experience and study, these officers will become increasingly effective commanders and general staff officers at the higher levels of assignment. These graduates are fulfilling their intended roles throughout the Free World. In periods of emergency, they will respond to the demands placed upon them, as have Leavenworth graduates in the past.

The Commission arrived at this overall appraisal on the basis of a detailed examination of the College at that time. From the appraisal it is apparent that it viewed the College as an important, dynamic institution.

The period 1962-75 has been one of continued development in both curriculum and research at CGSC. In 1962 all students pursued the same course of instruction. This practice changed with the introduction of electives into the educational program in 1968. Once introduced, the concept of individualized programs quickly replaced the earlier concept.

The curriculum plan for 1975-76 calls for each student to pursue a common curriculum that provides a concentrated and high-quality education in those subjects that all Army field grade officers should know and elective courses that provide an opportunity to increase professional competence in areas related to branch requirements, Officer Personnel Management System specialties, and individual career needs.

Developments in the College's research function have occurred more recently. For most of the period since 1962 the College "participated" in combat developments (research) by virtue of the collocation of a combat developments agency at Fort Leavenworth while the College reported to the Continental Army Command at Fort Monroe.

On 1 July 1973 a major Army reorganization resulted in the formation of a single Training and Doctrine Command (TRADOC) responsible for both combat developments and for the Army school system. The Combined Arms Center (CAC) was established at Fort Leavenworth and assigned the mission of formulating and documenting concepts, doctrine, organizations, materiel requirements, and functional system requirements for combat, combat support, and command and control systems for the division and echelons above the division in the Army. The Commander, CAC, is also the College Commandant.

With this reorganization, the College became directly involved in combat developments. This involvement by the faculty and students has meant that the research function occupies an increasingly greater role at CGSC. Both faculty and students are actively engaged in seeking solutions to the real problems of the Army in the field. Classroom instruction reflects this concern with reality and with the need for urgent resolution of perceived problems.

In 1975, more than before, the Command and General Staff College is recognized as the keystone of the Army's educational system--the Army's professional graduate school. Its Armywide significance is increasing as a direct consequence of its growing research responsibilities and its greatly expanded curriculum. More than ever the College can claim to be, in the words of the 1962 Educational Survey Commission report, "...a unique institution with a quality program that is specifically tailored to Army requirements."

This self-study report is submitted in support of the application of the College for membership status as a master's degree-granting institution. The College program leading to the granting of the master of military art and science (MMAS) degree is a highly selective program. Only officers with demonstrated potential for high command and staff positions are selected to attend the College. The students in the MMAS Degree Program are chosen from this select group. The curriculum of the College constitutes the course work for the MMAS Degree Program. In addition to the course work, the degree candidate conducts research and prepares a thesis. This report describes the College in general in chapters I through XIII, the MMAS Degree Program in chapter XV, and CGSC future plans in chapter XVI.

The preparation of the self-study was the effort of a special task force representing the entire College. The members and the activity represented included:

Dr. I. J. Birrer, Director, MMAS -- Task Force Coordinator
COL R. P. Glover, Class Director
COL E. L. Fitzsimmons, Director of Resident Instruction
LTC E. Egeland, Office of the Secretary
LTC E. W. Tyrell, Director of Doctrine
LTC J. D. Dethlefsen, Information Systems Office
LTC J. P. Senik, Liaison and Allied Officers
LTC J. E. Burlas, Military Review
LTC J. G. Fowler, Jr., Department of Tactics
LTC W. F. Fitzpatrick, Department of Command
LTC W. A. Stofft, Department of Strategy
MAJ D. E. Cleaver, Department of Logistics
MAJ R. M. Pate, Director of Allied Personnel
MAJ R. C. Knight, Combined Arms Combat Developments Activity
MAJ M. C. Brooks, Director of Nonresident Instruction
MAJ J. B. Channon, Experimental Classroom

Special acknowledgement is due the following: CPT A. D. Officer for collection and collation of quantitative data and for supervision of reproduction; MAJ J. B. Channon for art work; Eleanor Needham for editing; Jerry Scheele for graphic design; Judith A. Brumbaugh and Kathy Upchurch for preparation of the final copy; and Marilyn Harre for secretarial assistance.

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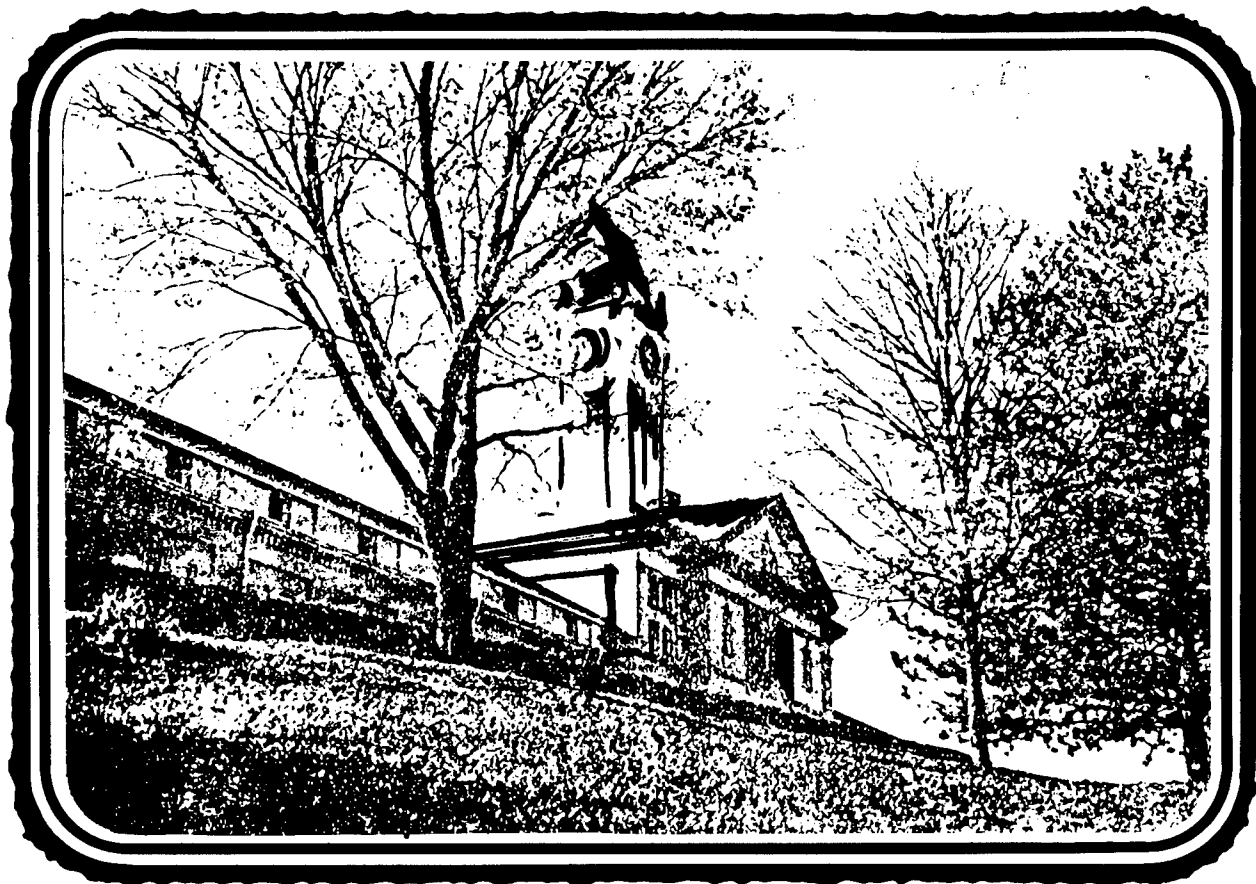
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BRIEF HISTORY OF U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE

- SCHOOL FOR INFANTRY AND CAVALRY
- COMMAND AND GENERAL STAFF SCHOOL
- COMMAND AND GENERAL STAFF COLLEGE

CHAPTER I

BRIEF HISTORY OF U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE

Introduction

On 7 March 1827, Colonel Henry Leavenworth was directed to depart Jefferson Barracks, Missouri, with a complement of troops; to ascend the Missouri River; and to select a site for a fort on the east bank of the Missouri within 20 miles above or below the mouth of the Little Platte River. Colonel Leavenworth, who had preceded the command, selected his site on the west bank, 18 miles above the confluence of the Little Platte with the Missouri. The War Department approved the location, and it was given the official designation of "Cantonment Leavenworth."

As a frontier fort, Leavenworth attained its greatest significance in the three decades before the Civil War. Strategically located near the starting points of the Oregon and Santa Fe Trails, the fort served as a base for several important expeditions to the plains. The cantonment garrison provided the escort details to accompany the expeditions in their westward journey.

Because of its strategic location, facilities, and huge quantities of stores, Fort Leavenworth was of vital importance to both the North and the South during the Civil War. On 1 June 1861 an installation named Camp Lincoln was established at Fort Leavenworth. From 1861 to 1865 thousands of volunteers from Kansas and vicinity came to this camp to be equipped and trained.

The 1870's and 1880's witnessed a period of growth and development at Fort Leavenworth. The 7th Cavalry Regiment was stationed here in the seventies and, with Custer as its colonel, lent much color to the local setting. To support operations farther west, the fort served as an ordnance arsenal from 1860 to 1874 and as a quartermaster depot for the Military Division of the Missouri from 1874 to 1878.

School for Infantry and Cavalry

The year 1881 marked a significant milestone in the history of Fort Leavenworth. As a result of President Grant's order for reorganization of the Army under General Sherman, the first military school was established at the fort - "The School of Application for Infantry and Cavalry." The establishment of the original school at Leavenworth, 54 years to the day after the founding of the Post in 1827, represented a distinct innovation in the military educational system of the US Army. Prior to this time the only Army service school in existence, other than the US Military Academy at West Point, was the Artillery School, which had been established at Fortress Monroe, Virginia, in 1824.

General Sherman's philosophy of military education placed great stress on applicatory learning, and he desired that the school incorporate the applicatory system of training in its program of instruction. The years 1881-1898 were formative years during which the course of instruction evolved from elementary education in basic military and academic subjects to a more elevated position along postgraduate lines. In 1886 the school was redesignated as the "United States Infantry and Cavalry School."

The year 1898 witnessed the initiation of the Spanish-American War and the temporary closing of the school, as instructors and students individually received orders to join commands.

The Leavenworth school was reopened in 1902 with a greatly expanded mission and a completely revamped course of instruction. This was a result, in large part, of the desires and efforts of the Secretary of War, Elihu Root, who considered the entire system of military education and training to be in need of overhauling. Numerous changes were effected between the reopening of the school and the close of World War I. The program of instruction was expanded to reflect an integrated picture of the Army's arms and services.

With the advent of World War I, Fort Leavenworth established an indelible reputation on the international scene through its graduates who filled many key positions in the American Expeditionary Force in France. They rapidly rose to command brigades and divisions and to serve in high staff positions at home and abroad. During this period Fort Leavenworth became a very active training center for both draftees and newly commissioned officers. Throughout the war, the operation of the school was suspended, and the instructors were ordered to duty with units.

Command and General Staff School

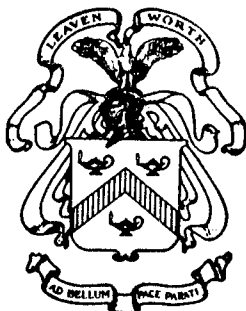
In 1919 the "School of the Line and the General Staff School" was opened at Fort Leavenworth. This marked a phase of instruction that was founded on actual experience in large-scale military operations. By 1922, when the name of the school was changed to the "General Service Schools," the reorganization was completed. During academic year 1928-29 the course of instruction was lengthened from one to two years and the school was renamed "Command and General Staff School"; the course was shortened to one year again in 1935. (See Crest on page 5.)

The Command and General Staff School mission of preparing officers for command and staff positions at higher echelons was a significant factor in the American military successes of World War II. Virtually every senior commander and staff officer of the Army, including the Army Air Corps, had attended Leavenworth during the 1920's and 1930's. During the war years special short courses were conducted to provide staff training. Over 19,000 officers received staff training in the 27 wartime classes.

Command and General Staff College

Following World War II the institution was officially redesignated the "Command and General Staff College." The course was established as a one-year

COLLEGE CREST



The Fort Leavenworth crest, which is based on the Leavenworth family coat of arms, was designed in 1907 by Captain Henry E. Eames, 10th Infantry, an instructor in the Department of Engineering of the General Service Schools. A description of the crest, as approved by the Secretary of War in 1925, follows.

Blazonry

Shield: Argent, a chevron azure between three lamps of the like flamed proper.

Crest: On a wreath of the colors (argent and azure), an eagle displayed proper in his beak a scroll bearing the word "Leavenworth" gules.

Motto: *Ad bellum pace parati* (prepared in peace for war).

The chevron indicated the martial character of the College, while the three lamps symbolize study and learning and typify the three-part Army - Active Army, Army National Guard, and Army Reserves.

The eagle crest is the National Emblem perched with extended wings to indicate alertness.

The closed helmet in profile indicates a gentleman or esquire, while the red mantling with the colors of the shield completes the National Colors.

The colors used indicate:

Argent (silver-white) - purity
Or (golden, yellow) - nobility
Azure (blue) - justice
Gules (red) - valor

program extending from mid-August through mid-June, a pattern that continues.

The years from 1947 to 1974 were years of growth and development--the student body increased from 400 to its present total of 1,102; the curriculum was greatly expanded in scope; and facilities and resources were improved. An especially significant event was the inauguration, in 1963, of the Master of Military Art and Science Degree Program.

With the publication of the Plan for Institutional Development in October 1971, the College embarked on a distinctly new phase. "Courses of study" were introduced in academic year 1972 that delineated major subject areas necessary to an educational program that would produce a military graduate prepared to meet the challenges of today's world. In academic year 1973, a number of elective options were added to the curriculum that allowed the students to structure their programs to meet individual professional needs and personal desires. In addition to the required common curriculum, each student is required to complete ten elective courses selected from over 100 course offerings.

The establishment of the College and its evolution into the present institution tell a story of remarkable progress in military education and training. It is a story of the development of a professional military graduate school esteemed throughout the world.



PURPOSES AND GOALS

- US ARMY SCHOOL SYSTEM
- ROLE AND STATUS OF CGSC
- MISSION
- EDUCATIONAL PHILOSOPHY

CHAPTER II

PURPOSES AND GOALS

US Army School System

An important characteristic of the US Army is its plan for the post-commissioning education of its Officer Corps and the extensive school system that makes the plan feasible (fig 1). Under this plan the education of each officer follows a definite pattern of professional schooling interspersed between assignments to command and staff positions. Each step in the school structure is designed to prepare the officer for his increasingly more complex duties.

At the start of his career, each new officer attends a Basic Course in his branch--infantry, armor, artillery, etc. Between the fourth and eighth years of his career he returns to his branch service school to attend the one-year Branch Advanced Course. The purpose of the branch courses is to produce an officer fully qualified to perform the duties of his branch at company and battalion levels. All officers attend the Basic and Advanced Courses.

Between the eighth and sixteenth years of their careers, approximately 50 percent of the Officer Corps are selected to attend the CGSC for a 10-month course, commonly termed the Regular Course. During this course they engage in a comprehensive study of the operations of the Army in the field, examine the functioning of the team of combined arms and services, and obtain the formal study required to develop the generalists needed to command and manage large-scale military operations.

Still later, a smaller percentage (approximately 25 percent) of the officers, who are CGSC graduates, are selected to attend one of the senior service colleges. These senior colleges differ markedly from CGSC in that their orientation is on strategy rather than tactics and operations.

YEARS SERVICE

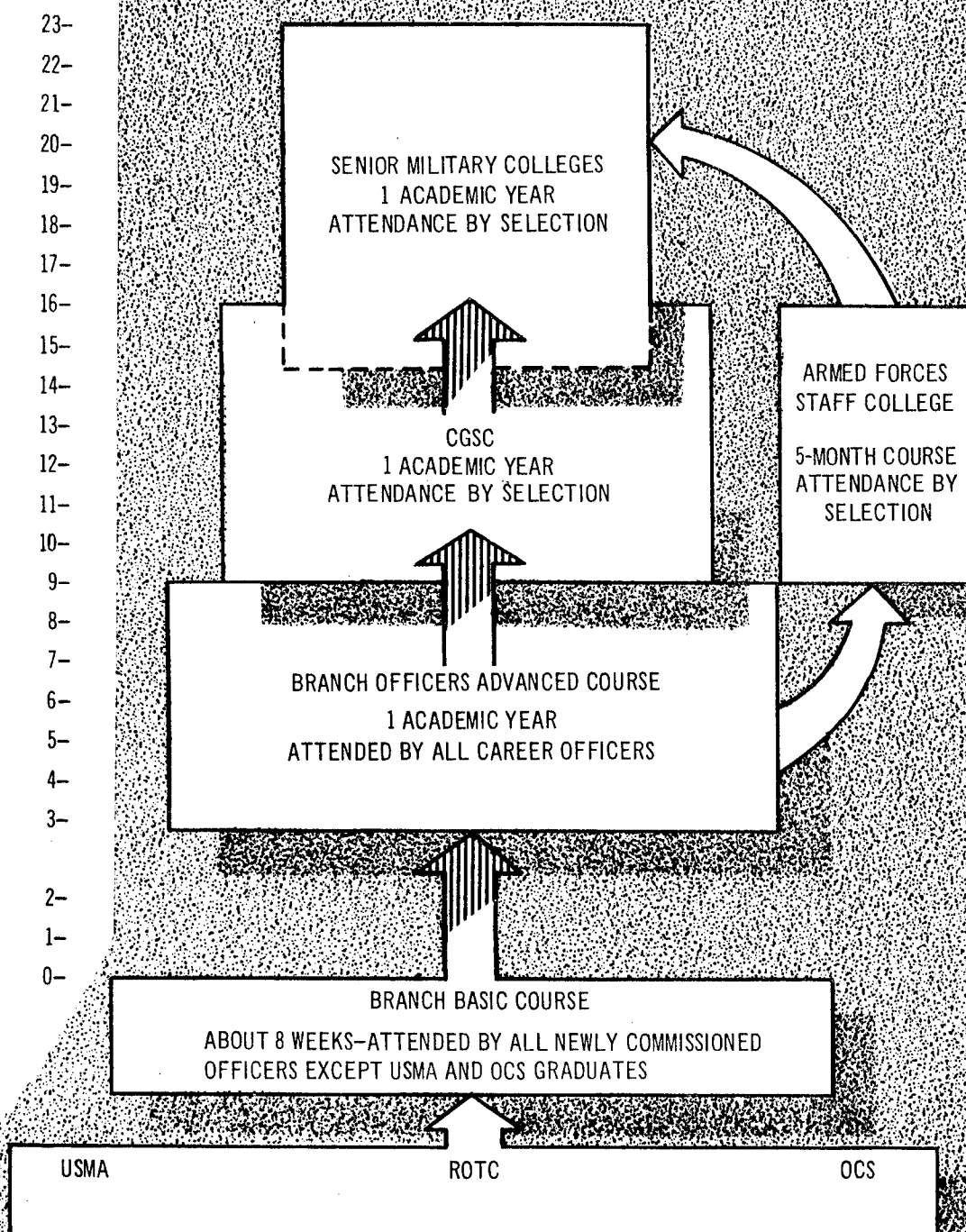


Figure 1. Army officer educational pattern.

Role and Status of CGSC

Because of its crucial position in the Army School System and its curriculum responsibility, the College occupies a place of eminence in the defense establishment. Numerous military and civilian investigating groups have attested to this fact as stated below:

As a matter of basic policy, the Board confirms that the USACGSC should remain as the keystone in the education and training of selected officers in the tactical application of the combined arms and services. The proven reputation of "Leavenworth" as the place where ground commanders learn the art of battlefield command should be perpetuated. The USACGSC course should continue to be a vigorous, exacting course where selected officers learn those elements of command and staff that enable the complex and diverse elements of the US Army to be directed and controlled to a single purpose.¹

In fact, the College's significance vastly transcends its influence on its resident student body. As the Army's accepted authority on the combined arms team, the College's teachings have a direct effect on the teachings of the branch schools. Because the College offers the only formal course of study of the operations of the Army in the field, it provides its materials to an extensive nonresident student body (approximately 14,000) comprised of members of the National Guard, the US Army Reserve, and officers of the Active Army not selected for resident attendance. (See chapter XII.)

On the international scene, CGSC has become a recognized model for military colleges. Because the US Army has been assigned responsibilities worldwide, CGSC has been called on to educate officers of other nations, to provide instructional materials for use in military colleges of allied nations, and to produce CGSC graduates to assist these nations in advisory and consultant roles. A description of the Allied Officer Program is in chapter IV.

¹Report of the Department of the Army Board to Review Army Officer Schools, February 1966, Volume II, p. 465.

Mission

The mission of the College is prescribed in Army regulations and is threefold--instruction, doctrine, and research.

Instruction -- to provide resident and nonresident instruction for commissioned officers of all components of the Army and selected commissioned officers from other Services in the exercise of combined arms command and the functions of the general staff, with emphasis on the Army in the field.

Doctrine -- to participate in the development of concepts and doctrines for the Army forces from division through higher levels; and

Research -- to advance military art and science through faculty and student research.

To accomplish its instructional mission, the College offers a variety of resident and nonresident courses. The primary course is the 10-month Regular Course. The purpose of the Regular Course is to develop the tactical understanding, intellectual depth, and analytical capability of selected officers to enable them to conduct successful operations and to efficiently manage Army resources (manpower, equipment, money, and time) when they assume duties of increased responsibility with the Army in the field as commanders of battalion-, brigade-, and equivalent-sized units; as principal staff officers from brigade through higher echelons; and as principal staff officers in theater army commands; as Army General Staff officers; as military assistance officers; and as major Army, joint, unified, and combined command staff officers. Shorter courses, in residence and elsewhere, are composed of portions of the Regular Course curriculum.

To accomplish its doctrinal mission, the College prepares Army training literature and conducts studies to develop tactical concepts, organization, and equipment to modernize fighting capabilities. The College is the focal

point for the development of combat and management concepts and doctrine for the operation of combined arms formations of the division (approximately 15,000 men and women), corps (multiple divisions), and theater army (multiple corps).

The development of concepts and the preparation of doctrinal literature are steps in a continuous process of providing current procedures and guidance to commanders and their staffs for integrating and managing the combat operations of division and higher echelons. This literature forms the nucleus of the tactical curriculum in all Army service schools and is the basis for doctrinal literature produced in those schools.

Doctrinal literature is developed primarily by instructors assigned to the individual instructional departments. Each item of literature is exhaustively researched; an outline is prepared, and a draft manuscript is developed through a team effort.

Once in draft form the manuscript is reviewed by the College departments to insure validity of concept and accuracy of content. The end product represents a commonly agreed on draft. The draft manuscript is reviewed by other selected agencies within the Army and other services to insure that the contents represent the latest US thinking on a particular subject.

As a part of the course of instruction, students participate in the preparation of doctrinal literature. This participation takes two principal forms: First, to be a member of a study group developing a new concept or an item of materiel (military hardware); second to be a member of an elective, developing an item of training literature or some portion thereof. The literature prepared by the College is for use by Army field units, Army schools, and joint forces. This literature affects the operations, training and management of commands of battalion size and larger. It emphasizes combined

arms tactics, command and control, logistics, joint operations, and special operations. It is used at all levels of units and schools throughout the Army. This doctrinal literature influences the US Army worldwide. It is also used as reference material in military schools of other nations.

Once an item of literature is developed, it is continually reviewed and updated. When new research information dictates, the doctrine is revised. When doctrinal literature is no longer required to support Army forces, the College takes the necessary action to eliminate it from the Army Reference Library.

The research mission complements and supports instruction and doctrine. Because CGSC is the primary Army educational institution that develops and teaches current joint military doctrine (operations involving Army, Air Force, and Navy) and combined arms tactics (integrated infantry, armor, artillery, and air defense) of division and larger unit operations, it serves as the focal point for the development of the combined arms concepts in combat and combat support Army schools.

The ability to perform accurate, in-depth research is considered an important attribute of the skilled high-level staff officer. The Army believes that research is so important that each CGSC student must successfully complete at least one research project while in attendance. For officers in the MMAS Degree Program, the thesis satisfies the research requirement.

Although discussed individually, the three missions--instructional, doctrinal, and research--are closely interrelated.

The products of faculty and student research provide the conceptual foundation for the doctrinal publications that constitute the textbooks for the curriculum. Research findings and doctrinal publications are subjected to scrutiny and analysis by students and faculty.

The goal of the entire process is for CGSC to be a graduate professional school responsive to known or anticipated Army needs.

Educational Philosophy

Is the College a graduate level institution or an advanced training school? Does it train officers or does it educate them? Does it prepare officers for the short term--their next one or two assignments--or, knowing that this is the last formal military education for about 75 percent of its graduates, does it prepare them for the long term? The answers to these questions are to be found in a mix of the seemingly disparate elements, for the College educates and trains; it prepares for the short and the long terms; it is, in academic terms, a terminal degree graduate level institution, along the model of a law school, medical school, or an engineering school. It is through the amalgamation of different modes and styles that the College turns out the graduate who is skilled in techniques and procedures, well-versed in the factual, and yet possessed of the broad viewpoint required of commanders and staff officers who are able to see the forest while knowing each of the trees.

The educational philosophy of the College provides the following guidelines: First, all instruction is designed to be intellectually challenging. The intent of each period is to stimulate every student to learn. Students are expected to be participants in a learning experience in every class rather than simply to be an audience for the instructor. For this reason, wherever appropriate and possible, instruction is conducted in small groups, using the case method. The burden of learning is placed on the student. On the other hand, every effort is made to provide the best qualified instructors and guide and nurture this learning.

Next, throughout the year there will be emphasis on hard work. The military profession is unique in that its members have a responsibility for the lives of men. This means that the professional officer must have full recognition of how serious his job is and that the Nation's security may ultimately rest on what he does. This understanding calls for hard work on the part of both the faculty and students.

Third, the curriculum will be real. The intent is for the student to sense from his first day that the College is operating in a framework of reality where every lesson is true to life--fully consistent with the real world. While some instruction may use fictional units or personalities, all instruction deals with realistic situations. In tactics, for example, the student is expected to learn by analyzing, in realistic simulations of the battlefield clash of arms, the use of weapons and the terrain and the other realities of combined arms warfare. From this examination he gains understanding of principles, which he makes his own and can then apply in training and combat. The College aims to expunge scholasticism. It aims to present military reality accurately and in detail, and to let students learn by dealing logically with these realities. In intensive small group instruction, students consider historical and present day cases. Incisive analysis and logical reasoning are expected and encouraged. As students consider problems and solve them, as they discover the practical effects of their decisions, and as they discuss these matters among themselves and with their instructors, learning takes place.

Fourth, each student is expected to master the basic skills of a general staff officer, with special attention to competence in such tasks as preparing estimates, orders, analyses, and directives, both oral and written. The writing and speaking skills of each student should be characterized by logical and critical thought expressed with clarity, conciseness, and coherence.

There will be early instruction in the fundamentals of military art and science followed by repeated applications during the academic year, with faculty feedback generating consistent improvement in performance. Emphasis will be on arriving at the principles of tactics and resource management and comprehending their application. The student will be expected to produce the hard, detailed staff work, research, and critical thinking required to translate concept into action by combined arms formations. Student solutions will be tested in exercises to illustrate the consequences of decisionmaking or the failure to make decisions at the propitious time.

Fifth, the College will broaden its students by familiarizing them with the environment within which all commanders and staffs function. This means continuing appropriate consideration of strategic, political, and economic factors that influence and often govern military action.

Sixth, each student brings valuable experience to the College. He is expected to share this experience with his fellow students and the faculty and to draw on his background in contributing directly to the solutions of problems now facing the Army.

Lastly, the College demands high standards of performance and conduct. Whatever is done must be done well. The College teaches high standards, not just for problemsolving and writing, but for personal conduct, honesty, rectitude, and personal and professional ethics. The College demands that such standards be practiced in daily student and faculty life. The College seeks to develop fiber and depth, to turn out a graduate who is a man of character and convinced by his exposure in the classrooms of Leavenworth of the seriousness of his profession and who is willing to make up his mind, do his duty, and stand his ground.



ORGANIZATION

- COMMAND GROUP
- COORDINATING STAFF
- OPERATING ELEMENT
- CACDA

CHAPTER III

ORGANIZATION

The College is organized into three major elements: the command group, the coordinating staff, and the operating element (fig 2).

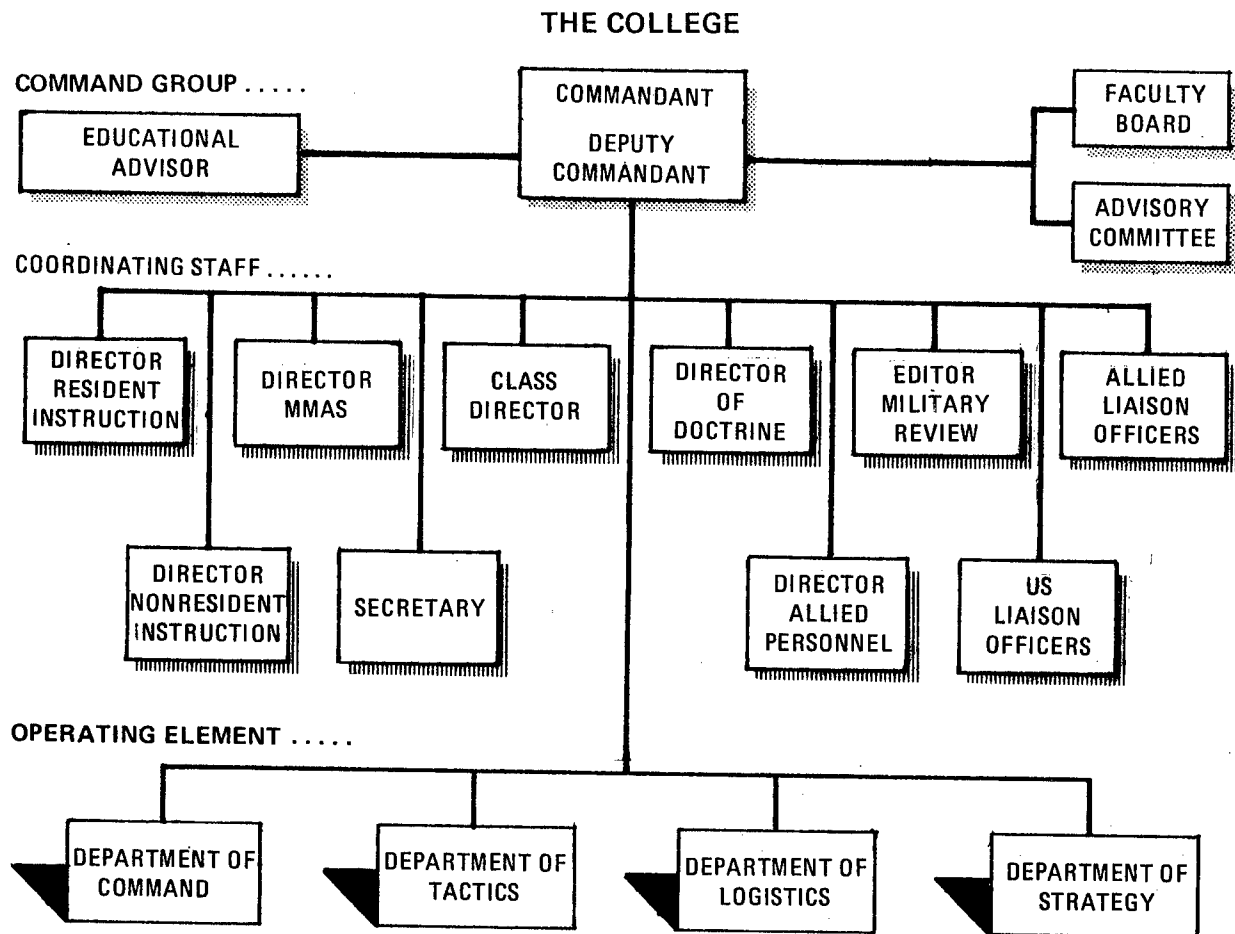
Command Group

The chief administrative officer is the Commandant of the College (major general), who also is the Commanding General of the Combined Arms Center. The U.S. Army Command and General Staff College and the U.S. Army Combined Arms Combat Development Activity are the major components of the Combined Arms Center. The Deputy Commandant (brigadier general) assists the Commandant with the day-to-day operations of the College.

The Educational Advisor (civilian) provides guidance on academic matters. Although a member of the command group, he is readily accessible to the entire College Faculty.

The Faculty Board advises the Commandant on matters relative to the standing, rating, classification, and proficiency or deficiency of students and to their participation in the Master of Military Art and Science Degree Program. The board assists in curriculum development and other matters referred to it by the Deputy Commandant or Commandant. The board is chaired by the Deputy Commandant and is composed of the Secretary; Director of Resident Instruction; Director of Nonresident Instruction; Director of Doctrine; Class Director; Director of Allied Personnel; the directors of the four instructional departments; and the Educational Advisor, who acts as recorder.

The CGSC Advisory Committee, composed of nine distinguished civilian educators, was chartered in 1967 by the Secretary of the Army. Now in its



6-0134

Figure 2. CGSC Organization.

eighth year of operation, the committee is recognized as having a key role in the governance of the College. It is charged with the responsibility to--

Examine the organization, management, policies, curriculum, instructional methods, facilities, and other operational aspects of the College; and

Provide reviews, advice, and recommendations to the Commandant to assist him in accomplishing the mission of the College.

The committee has consistently applied objective analysis and advice to College problems. The Master of Military Art and Science (MMAS) Degree Program has been of special interest to the committee. Each annual report has included comments and/or recommendations pertaining to the program. Appendix A contains the names of past and present committee members.

Coordinating Staff

The coordinating staff coordinates the efforts of the operating element of the College, prepares plans and studies with respect to all aspects of the curriculum, and presents its findings to the command group for decision. In addition to coordinating the doctrine and the command guidance effort of the College, the staff is responsible for coordinating development or modification of concepts and doctrine throughout the College.

Director of Resident Instruction. The Director of Resident Instruction exercises staff supervision of and recommends policy pertaining to the development of the curriculum and its presentation.

Director, MMAS. The Director, MMAS monitors and coordinates the Master of Military Art and Science Degree Program.

Class Director. The Class Director organizes and administers the resident student body and exercises command authority over US students.

Director of Doctrine. The Director of Doctrine exercises staff supervision of and recommends policy pertaining to the development of all doctrine.

Editor in Chief, Military Review. The Editor in Chief directs and supervises the publication and distribution of the Military Review.

Allied Liaison Officers. These officers are representatives of Brazil, Canada, The Federal Republic of Germany, France, Japan, and the United Kingdom. They present instruction on their respective armed forces and provide advice to the command concerning them.

Director of Nonresident Instruction. The Director of Nonresident Instruction furnishes staff advice, recommends policy, and coordinates the nonresident instruction programs.

Secretary. The Secretary directs and supervises the general administration of the College, to include facilities, personnel, and funds.

Director of Allied Personnel. The Director of Allied Personnel provides advice to the command on all matters pertaining to Allied students and exercises control over them.

US Liaison Officers. These officers are representatives of the US Navy, US Marine Corps, and the US Air Force. They are the chief of the faculty sections of the Services. They present instruction on their respective Services and provide advice to the command concerning them.

Operating Element

The operating element of the Faculty consists of four instructional departments: Command, Tactics, Logistics, and Strategy. The Department of Command is subdivided into three committees: Staff Operations, Management, and Profession of Arms. The Department of Strategy also has three committees: Strategic Studies, Joint and Combined Operations, and Security Assistance. The four-department configuration has evolved over the years and represents a distribution of academic effort into the most efficient and manageable groupings.

Within the departments are special representatives. These officers are regular members of the Faculty who, in addition to performing the normal duties of instructor, furnish advice concerning policies, capabilities, and limitations of their branch or agency and assist in the integration of the operations of their branch or agency into instructional material.

Combined Arms Combat Developments Activity

An integral unit of the Combined Arms Center, separate from the College is the Combined Arms Combat Developments Activity (CACDA) collocated at Fort Leavenworth and commanded by the same major general in charge of the College. The activity has an assigned strength of 175 officers and 59 professional civilians.

The task assigned to CACDA is to insure that the fighting man is provided with the best equipment, tactics, and support that experience, intelligence, and available resources can produce. CACDA develops, coordinates, and integrates combat development actions concerning doctrine, organizations, and materiel pertaining to combat, combat support, and command and control systems of divisions and corps. In performing its mission, CACDA exercises operational control over the US Army Nuclear Agency located at Fort Bliss, Texas, and the Combat Developments Activity, Alaska.

CACDA is organized into four staff directorates.

The Concepts and Force Design Directorate has the responsibility for developing concepts and force designs relating to separate brigades, divisions and corps. Actions considered include the problem of airspace control, employment of tactical units in combat, and fulfillment of all organizational requirements.

The Directorate of Combat and Combat Support is responsible for the development of doctrinal concepts and materiel and organizational requirements for combat and combat support units. These units include divisional brigades and armor, infantry, field artillery, aviation, air defense, engineer, and military police elements of the US Army. The directorate insures that studies and materiel developments meet the requirements of the user in the field. Actions considered include those related to development of terminal homing weapons, missiles, the utility and attack helicopters, the main battle tank, and the mechanized infantry combat vehicle.

The Command and Control Directorate has the responsibility for doctrinal concepts and organizational and materiel requirements for systems pertaining to command and control and tactical data systems. In addition, it has responsibility for electronic warfare, signal intelligence, and signal security. Included are responsibilities for the development of tactical operations systems and a computerized tactical data system.

The Directorate of Combat Operations Analysis has responsibility for conducting computer simulations and for model maintenance and analysis. Personnel are responsible to develop threat data and scenarios that provide the base for studies and developmental actions. The directorate is specifically geared to prepare, conduct, and analyze computer-assisted wargames and simulations.

CACDA because of its position within the combat developments community, serves as an endless reservoir of research materiel. It serves as the focal point for the ten associated service schools concerning the combat developments process. These schools are the Armor School, Fort Knox, Ky; Infantry School, Fort Benning, Ga; Field Artillery School, Fort Sill, Okla; Air Defense School, Fort Bliss, Tex; Aviation School, Fort Rucker, Ala; Engineer School,

Fort Belvoir, Va; Intelligence School, Fort Huachuca, Ariz; Southeast Signal School, Fort Gordon, Ga; Army Institute for Military Assistance, Fort Bragg, N. C.; and the Military Police School, Fort Gordon, Ga.

More than 100 Human Resources Research Topics are submitted to CACDA on an annual basis. Copies of topics submitted are provided to the CGSC for consideration for student research. Research papers submitted by students are then forwarded to the appropriate school for evaluation and consideration.

CACDA monitors, staffs, or conducts more than 90 studies annually, representing nearly 390 man-years of effort and approximately \$3 million in funds to support the studies. Many of these studies are conducted by the College faculty and students.

The collocation of CACDA and the College, its common Commander, and its common areas of interest serve to unite the two organizations into a team that is one of the Army's most important research resources.



THE STUDENT BODY

- REGULAR COURSE SELECTION
- CLASS ORGANIZATION
- STUDENT LEADERSHIP
- CLASS PROFILE
- OUTSTANDING ALUMNI
- THE ALLIED COMMUNITY
- STUDENT ACTIVITIES
- STUDENT HOUSING
- RECREATIONAL FACILITIES
- OTHER FACILITIES

CHAPTER IV

THE STUDENT BODY

Regular Course Selection

Selection of US Army officers to attend the U.S. Army Command and General Staff College is made by Department of the Army. All officers are considered during the appropriate period in their careers. The critical factors in the selection process are demonstrated competence in the performance of duty and an assessed potential for assignment to command or high-level staff positions.

Assignment as a student is welcomed by an officer as evidence of career progression and assurance of subsequent assignment to positions of greater responsibility and challenge.

The students at the College are highly competent officers. They have attended basic and advanced branch courses; they have demonstrated their capability and potential through successful performance of duty; they have survived a rigorous selection process; and they have achieved a place in the upper 50 percent of the Officer Corps.

Regular Course students are normally accompanied by their families and live on or near the post. All are in a full pay and allowance status and during their 10 months in residence devote their full attention and energy to educational and professional advancement.

Class Organization

The student body for school year 1975-76 totals 1,102 officers and is composed of 980 US Army, 28 other US Services, and 94 officers from 49 Allied countries. Students are organized into four divisions of five sections each, with US Army officers of the several branches and officers of the other US Services and Allied countries being distributed evenly throughout the sections.

The principle of distribution contributes significantly to the educational process at the College. It insures that all students experience the broadening influence of the US Services and Allied professional military viewpoints, experiences, and interests.

Student Leadership

The senior US officer in each class is designated as the Class President. The Class President is the spokesman for the class and assists the Class Director in matters pertaining to the class as a whole. The Class President exercises responsibility for the class and guides and directs class participation in social, athletic, community, and post activities.

The 20 most senior US officers after the Class President, who desire the position, are designated as section leaders. Section leaders carry out certain administration functions as directed by the Class Director; however, they do not exercise command authority over members of their sections. They are responsible for informing members of their sections on matters of College directives, announcements and for submitting prescribed administrative reports. They insure that the members of their sections are present and prepared to receive instruction at the prescribed place and time. They also provide direction and supervision of extracurricular activities of their sections.

Class Profile

Pertinent data pertaining to the 1975-76 student body are summarized in figures 3 through 9. See appendix B for similar data for previous years.

The composition and component (fig 3) breakouts have remained relatively stable over the past decade.

Figure 3
Class Profile--Composition and Component

<u>Composition</u>	
US Army	980
US Air Force	14
US Marine Corps	10
US Navy	4
Allied	94

<u>Component (US Army)</u>	
Regular Army	890
Extended active duty	82
Active duty for training	8

The rank structure (fig 4) includes more captains than in recent years because of the slowdown in promotions since the end of the Vietnam conflict. The average age and average years of service have remained constant.

Figure 4
Class Profile--Rank and Service. (US Army)

<u>Rank</u>	
LTC	30
MAJ	702
CPT	248

<u>Average Time in Grade</u>		
	<u>Years/Months</u>	
LTC	1	7
MAJ	4	2
CPT	7	2

Average age: 34.6
Average years of service: 11.4

The heterogeneity of the student body is suggested by the branch representation of the US Army students shown in figure 5. This representation is established by the Department of the Army in response to actual requirements.

Figure 5
Class Profile--Branch (US Army).

Air Defense	44	Judge Advocate General	9
Adjutant General	44	Medical	2
Army Nurse	1	Medical Service	22
Armor	90	Military Intelligence	63
Chaplain	6	Military Police	28
Chemical	13	Ordnance	45
Dental	3	Quartermaster	43
Engineer	49	Signal	66
Field Artillery	152	Specialist	1
Finance	11	Transportation	40
Infantry	240	Veterinarian	2
WAC	6		
		Total	980

Figure 6 indicates the source of commissions of the present class. The ROTC program is the greatest producer of career officers, followed by officer candidate school, and the US Military Academy. Direct appointments include specialists, such as dentists, physicians, lawyers, etc.

Figure 6
Class Profile--Source of Commissions

<u>Source</u>	<u>Number of Students</u>
Reserve Officers' Training Corps	535
Officer Candidate School	241
US Military Academy	152
Direct Appointment	58
US Navy Reserve Officers' Training Corps	1
National Guard	4
Aviation Cadet	2
US Naval Academy	6
Platoon Leaders' Course (US Marine Corps)	5
US Air Force Academy	4

In addition to extensive military schooling, the class has had extensive civilian education (fig 7). More than half of the officer students have a graduate or professional degree. The officer students without a baccalaureate degree have the opportunity to continue their undergraduate work while at CGSC.

Figure 7
Class Profile--Civilian Education

Ph.D. degree	7
Professional degree	9
Master's degree	497
Baccalaureate degree	485
Two years college	6
Less than two years college	4

- NOTES: 1 Only highest degree is shown.
 2 99% of class possess at least a bachelor's degree.
 3 51% of class possess master's degree.

Previous experience in command assignments is reflected in figure 8.

Figure 8
Class Profile--Command Experience (US Army)

Command Experience

		<u>Average</u>
Platoon	602	12 months
Company	840	17 months
Battalion	43	13 months

College instructional procedures are designed to capitalize on this extensive prior knowledge.

The 94 Allied officers (fig 9), representing 49 countries, add further dimension to the student body. Carefully chosen by their respective country, they bring a different perspective to the College classroom.

Figure 9
Class Profile--Allied Officers

Afghanistan	2	Greece	2	Nepal	1
Argentina	1	Honduras	2	Netherlands	1
Australia	2	India	1	Nicaragua	2
Austria	1	Indonesia	3	Nigeria	2
Belgium	1	Iran	6	Norway	1
Brazil	2	Ireland	1	Pakistan	2
Canada	2	Israel	1	Paraguay	1
Rep of China	2	Italy	1	Peru	1
Colombia	2	Japan	2	Philippines	4
Denmark	2	Jordan	2	Saudi Arabia	2
Ethiopia	1	Kenya	2	Spain	1
Finland	1	Korea	3	Switzerland	2
France	1	Kuwait	2	Thailand	5
Germany	2	Lebanon	2	Tunisia	3
Ghana	2	Liberia	1	Venezuela	2
Great Britain	2	Malaysia	2	Yugoslavia	2
				Zaire	2

The Graduates

Upon graduation officers receive assignments of higher responsibility within their respective military Services. The assignments received by the 971 active duty US Army officers in the 1975 class are indicative of the assignments received by the graduating class each year. Figure 10 depicts the major command or area to which the students of the 1975 class were assigned.

Figure 10
Assignment Following Graduation--Active Army

Continental United States	749
US Army Forces Command	241
Readiness regions	60
Other forces command (Primarily US Army Divisions)	181
US Army Training and Doctrine Command	146
Command and General Staff College	36
Other Service schools	5
US Army Reserve Officer Training Corps	9
Other TRADOC assignments	96
US Military Academy	15
Civilian Schools	110
Department of the Army and higher staffs	110
Other continental US assignments	72
Overseas	222
Hawaii	22
Thailand	1
Europe	112
Korea	55
Other overseas assignments	32
TOTAL	971

Outstanding Alumni

It is difficult to single out any individual as an outstanding alumnus because the College believes that all graduates have made major contributions to the nation through selfless dedicated service in varying capacities. It should also be noted that the officers selected for attendance represent the upper half of the officer population of the Army; consequently, the alumni represent a select group of officers. Notwithstanding the above, a number of alumni have achieved recognition because of military rank attained and high positions of responsibility held. Listed below are a few of the alumni who have gained recognition for outstanding service to the nation.

George Catlett Marshall, General of the Army, Class of 1908
George Smith Patton, Sr., General, USA, Class of 1924
Dwight David Eisenhower, General of the Army, 34th President of the United States, Class of 1926
Omar Nelson Bradley, General of the Army, Class of 1929
Henry Harley Arnold, General of the Army and General of the Air Force, Class of 1929
Maxwell Davenport Taylor, General, USA, Class of 1933
Matthew Bunker Ridgway, General, USA, Class of 1935
Thomas Dresser White, General, USAF, Class of 1939
Fredrick C. Weyand, General, USA, Class of 1942
William Eugene DePuy, General, USA, Class of 1946
Harold Keith Johnson, General, USA, Class of 1947
Creighton William Abrams, General, USA, Class of 1949

The Allied Community

A distinctive feature of the College is its Allied community which in academic year 1975-75, is composed of 94 officers and their families from 49 countries.

The first Allied officer to attend a course at Fort Leavenworth was Lieutenant Henry Le Comte of Switzerland, who reported for duty on 1 January 1894 to the U.S. Infantry and Cavalry School of Application. Since 1894, some 3,794 officers from 79 countries have completed courses at the Command and General Staff College, or one of its forerunner schools. (See appendix C.)

Quotas for Allied students are established by the Department of Army and are in demand throughout the free world. The Allied officers chosen by their countries on the basis of demonstrated potential to attend the CGSC represent an extremely select group.

As might be expected, many CGSC Allied graduates have had distinguished careers. More than one-third of all Allied students are known to have attained appointments as general officers. Sixteen have served as their nation's Head of State, and one hundred twenty-one are known to have held appointments as ambassadors or ministers.

In 1973 an Allied Officer Hall of Fame was established to provide a visible display of those Allied graduates who have achieved positions of military importance in their respective forces. To be eligible, the graduate must serve as the highest ranking officer of his service component or of his armed forces. Examples of these positions include Army Chief of Staff or Commander of Army Forces. The present members of the Allied Hall of Fame are shown in figure 11.

Figure 11
Allied Officer Hall of Fame

<u>Country</u>	<u>Number Inducted</u>	<u>Country</u>	<u>Number Inducted</u>
Bahrain	1	Iran	3
Bolivia	1	Jordan	1
Brazil	13	Korea	1
Chile	2	Laos	2
China	7	Lebanon	2
Colombia	7	Liberia	3
Denmark	1	Peru	5
Ecuador	1	Philippines	22
Ethiopia	1	Portugal	1
France	1	Spain	1
Great Britain	1	Thailand	2
Guatemala	12	Turkey	1
Indonesia	1	Venezuela	3

Total 96

Actually, no special provisions were made for allied students until 1943 when 12 Brazilian officers were sent here for a 2-week general staff indoctrination course. Since that time the program has been expanded to its present size.

The Office of the Director, Allied Personnel (ODAP) advises the Allied officers and their families and provides administrative support for them. Specifically, the office is charged with--

1. Providing administrative support and advice to Allied students and their families.
2. Supervising the Allied student's military sponsor program.
3. Planning and conducting Phase I, English Language Refresher, of the Allied Officer Preparatory Course.
4. Maintaining surveillance over the academic progress of Allied students. (Providing academic assistance to Allied students, or arranging for such assistance and making recommendations concerning major irregularities and marginal academic cases.)
5. Planning and conducting an orientation program. (To attain the eleven informational objectives set forth by the Department of the Army.)
6. Conducting a "Know Your World" program. (Designed to acquaint interested personnel with other countries of the world.)

The ODAP relationship with each Allied student begins long before his arrival at Fort Leavenworth. In February the College receives a copy of the message that Security Assistance Division, Deputy Chief of Staff for Operations, Department of the Army, sends to the selected countries offering spaces in the CGSC course. At that time the ODAP sends to the Military Assistance Advisory Group or the Attache of the country an information packet to be given to each officer when he is nominated for attendance. The packet

contains information that will assist the officer and his family on their arrival at Fort Leavenworth.

The ODAP also assists the Allied students to integrate into the Fort Leavenworth community by supervising the military sponsor program. Each Allied student is assigned a military sponsor, who is a US officer permanently assigned to Fort Leavenworth who has volunteered to participate in the program. The sponsor's duties begin when the Allied officer arrives. He meets the Allied officer and his family at the airport and escorts them to Fort Leavenworth for initial personnel processing by the ODAP. The sponsor also assists the Allied student in such tasks as finding housing, purchasing a car, getting insurance, procuring a driver's license, and generally seeing that the ally is off to a good start. During the academic year, the sponsor maintains frequent contact with the ally and normally accompanies him to Post social functions.. The sponsor's duty ends when the ally departs Fort Leavenworth.

The ODAP coordinates with the Chamber of Commerce of Leavenworth and the Greater Kansas City Council of People to People in their civilian sponsorship programs. As a result of the sponsorship programs, each Allied student has three sponsors -- a Fort Leavenworth military sponsor, a Leavenworth civilian sponsor, and a Kansas City civilian sponsor.

Each summer the College conducts an Allied Preparatory Course that is divided into two phases: Phase I, an English Refresher Course; and Phase II, Military Subjects.

Those Allies from the non-English speaking countries arrive in June for the 5-week Phase I, English Language Refresher Course. The instructors for this course are US Army officers who are early arrivals for attendance at the Regular Course. These officers attend a 1-week Instructor Training Course (ITC) on how to teach English as a foreign language.

At the end of phase I, the officers from non-English speaking countries are joined by the officers from English-speaking countries for phase II, a 2 1/2-week course of instruction.

Phase II is conducted by the four instructional departments of the College under the supervision of the Director of Resident Instruction (DRI). The subjects are designed to familiarize the students with the US Army organization, operations, staff procedures, and terminology.

The "Know Your World" program gives the Allied officers a chance to inform Americans about their countries, their cultures, their people, and their ways of life. The program is voluntary, and those Allied officers who elect to participate make a formal presentation of about 1 hour in length. The programs are presented on weekdays, after class. Attendance is voluntary and open to the public.

Additionally, the College conducts an orientation program for its Allied students to teach them as much as possible about the United States so that they can better understand the American way of life. Throughout the year, by means of formal classroom instruction, recommended reading, television, guest lectures, and tours, the Allies are familiarized with the following topics:

1. US Governmental institutions.
2. Judicial system and doctrine of judicial review.
3. Role of opposition in two party system.
4. Role of press, radio, and television.
5. Diversity of life in the United States.
6. Position of minority groups.
7. Agriculture.
8. The economy.

9. Labor.
10. Education.
11. Public and social welfare.

The Allied students attend the same course of instruction and take the same examinations as do the US students; however, in the longer written examinations they are given additional time. Allies do not receive classified instruction.

Student Activities

In addition to the educational objectives, the College is vitally interested in the "whole man" concept of officer development. To support this concept, the College provides programs and facilities for relaxation that are so necessary in this intense academic environment.

Social activities for the student body begin each academic year with a reception hosted by the Commandant. This reception provides an opportunity for all officer students and their wives to meet the Commandant and other College officials socially. After the Commandant's reception, the student sections conduct a social function about once each month. Each section appoints a social chairman, who coordinates all social activities for the section. Activities conducted include buffet dinners, picnics, boat trips on the Missouri River, square dances, and trips to Kansas City for dinner, the theater, or sports events. Occasionally, the work groups within each section have social gatherings. The social activities provide an excellent opportunity to relax; to meet other officers and their wives; and, perhaps of more importance, to help mold the section into a homogeneous unit.

Early in the academic year the class appoints a class athletic representative, who is responsible for the development of the class athletic program and who serves as the point of contact between the post recreational services

personnel and the student body. Additionally, each section appoints an athletic representative to coordinate the athletic program within the section. The student sections sponsor teams in a number of team sports, including flag football, volleyball, softball, bowling, and basketball. The student league plays a schedule in each sport. In addition to the team sports, the students participate in a number of individual sports, including handball, racketball, squash, tennis, golf, run for your life, and swimming. One of the many athletic highlights of the year is the student/faculty golf tournament, which is conducted twice each academic year. The athletic program helps meet the stated College objective of graduating students who are in better physical condition than they were when they began the course. To insure that the objectives of the athletic programs are met, all physically qualified officers less than 40 years of age are given an Army Physical Fitness Test in the spring prior to graduation.

The variety of recreational activities offered by Fort Leavenworth is sufficient to fulfill the desires of almost every individual. These activities are available to all personnel assigned to Fort Leavenworth and their families. Activities available are in the form of organizations, such as the Drama Club; Flying Club; Fort Leavenworth Hunt; Rod and Gun Club; Bass Masters Club; Skeet Club; and the Fort Leavenworth Historical Society. The post recreational services offer such classes as ceramics, photography, woodworking, auto crafts, jewelry making, painting, woodcarving, and leather crafts. Fort Leavenworth also offers activities oriented to dependent youth of both officer student and permanent party personnel. Included in these activities are Boy Scouts, Girl Scouts, Explorer Scouts, Little League sports activities, swimming, and a number of specialized classes designed to provide recreation and wholesome development for the youth. The recreational activities available to personnel

at Fort Leavenworth are so numerous that one Saturday early in the academic year is set aside as Family Activities Registration Day. At the day-long registration, representatives from all post activities are available to explain programs, answer questions, and sign up interested personnel. Success of many programs is highly dependent on support from members of the student body.

Officer students volunteer their time and talent as little league coaches, scout masters, and manage a number of other jobs that are required to keep the program functional. The recreational activities at Fort Leavenworth are a community effort. They are operated for and by all members of the community.

Roman Catholic, Jewish, general Protestant, Episcopal, and Lutheran services are available each week. Many small group bible studies, prayer and call-to-share meetings, and fellowship activities are available for couples, youth, men, and women. Special attention is given to genuine ecumenical fellowship, minority group interests, and meaningful spiritual involvement. A warm, open fellowship characterizes the religious activities on Post. In keeping with the family atmosphere of Fort Leavenworth, a very active religious study program is provided. Opportunities exist for all ages to further religious knowledge and understanding. Officer students and wives are encouraged to teach religious classes and assist in religious endeavor.

Student Housing

Fort Leavenworth is unique in that it provides on-post quarters for most of the officers and their families who are in residence at the Command and General Staff College. The post has designated 871 sets of family quarters, ranging in size from two to four bedrooms, as student housing. The post also has sufficient bachelor officer quarters to house those

bachelor officers who desire to reside on post. Providing students with housing on the post enhances academic learning. Since officers in the class reside in common areas, they study together and have ample opportunity to exchange views and ideas in an informal setting. An additional benefit derived from living in common areas is that the officers and their families become better acquainted with those with whom they will be serving in future assignments.

Recreational Facilities

Fort Leavenworth has the requisite facilities to support the extensive recreational programs that are on-going. The Post has two gymnasiums, one of which has exercise rooms with modern equipment, handball/squash courts, sauna bath, and other items of equipment required to make it a complete physical fitness facility. There is one indoor swimming pool and three outdoor pools located on the post that provide year-round swimming. Complete craft shops are available to support those who desire to participate in crafts ranging from auto craft to jewelry making. An 18-hole golf course operated by the Fort Leavenworth Club System is available for those who desire to join. A 9-hole course is available for the occasional golfer who does not desire to join the golf club. Fort Leavenworth has a modern bowling alley, stables for the horse owner, and an airfield with the necessary ancillary equipment, flying club aircraft for those who have the desire to fly. The post operates and maintains athletic fields, some of which are equipped with lights to support evening football, softball, and soccer programs; a number of picnic areas; and two small lakes for the fisherman. The Fort Leavenworth Club System operates an Officers' Club, which is available for membership to all officers assigned to the post. This Club offers formal and informal dining, lounges, entertainment, and facilities to support the social activities of the officer population.

Other Facilities

To round out Fort Leavenworth as a complete military community, there are three chapels, a commissary, a post exchange with snack bars, a 90-bed hospital, and a post library located on the reservation.



THE RESIDENT FACULTY

- US ARMY
- AUTHORIZATION AND STRENGTH
- SISTER SERVICES
- ALLIED LIAISON OFFICERS

CHAPTER V
RESIDENT FACULTY

US Army

The Department of the Army, cognizant of the need to provide the College with a thoroughly qualified faculty, has established procedures that insure that members of the faculty represent the experience, knowledge, and performance characteristics required for an institution of higher learning.

Annually the College submits personnel requisitions to the Department of the Army for vacancies that are forecast. By agreement between the Department of the Army and the College, no officer is assigned to the College faculty without the concurrence of the Commandant. In effect, the College selects its faculty.

All potential faculty members must have attended the CGSC or an equivalent institution.¹ Prospective members among the students are closely observed to determine if they are qualified for faculty assignment. In making this determination, the officer student's scholastic record, his previous educational and military background, and his demonstrated skill as a discussion leader are major considerations.

The customary tour of duty for a member of the faculty is three years, which frequently is extended an additional year. Consequently, it is necessary to replace approximately one-third of the faculty each year. Usually about 25 percent of the replacements come directly from the graduates. Most replacements come from the Army at large, where they have held a variety of assignments. As a result, the College faculty is constantly infused with new developments and new talents.

¹Armed Forces Staff College and Sister Services Staff Colleges.

For the traditional curriculum areas--staff procedures, tactics, and logistics--graduation from the College and other typical career assignments qualify the faculty member for instructional duties. In the newer areas of the curriculum--management, military history, security assistance, and strategic studies--specialized preparation by formal study and actual experience are required. The Army Educational Requirements Board has prescribed a graduate degree as a prerequisite for assignment to 61 positions on the College faculty.

Authorization and Strength

The authorized strength of the College faculty is prescribed in a table of distribution and allowances (TDA) published by the US Army Training and Doctrine Command (TRADOC). The present TDA authorizes a faculty of 309 officers and 5 professional civilians. The assigned strength as of 31 May 1975 was 329 officers and 5 professional civilians.

Sister Services

The US Air Force, US Navy, and US Marine Corps have officers assigned to the Service sections of the College faculty. Each section is headed by the senior officer of the service--an Air force colonel, a Navy captain, and a Marine Corps colonel.

The Air Force Section, composed of six officers, advises the College on matters pertaining to the US Air Force. It provides liaison for Headquarters, US Air Force, the Air University, and the Tactical Air Command with CGSC and other Army agencies at Fort Leavenworth and makes necessary arrangements for visiting Air Force members, such as the Chief of Staff of the Air Force, and Commander, Tactical Air Command. The section prepares instructional material to familiarize the students with the roles and missions of the US Air Force forces and presents such material. Particular emphasis is placed on the

capabilities and limitations of tactical airpower and weapon systems and on how these resources may best be used to support ground combat operations. Students will be familiarized with the aircraft apportionment/allocation process for support of ground forces and the tactical air control system that is designed to direct and control those aircraft. Students will be instructed on Air Force strategic resources and research and development activities.

Air Force section instructors also assist all instructional departments in the College in developing courses and teaching them to all students. The section teaches two elective courses in history of air warfare and aerospace power designed to provide a greater depth of understanding and to amplify the basic Air Force instruction through research, study and application techniques. The Air Force staff also assists students, staff, and faculty in research efforts related to Air Force operations, employment concepts, and current trends.

The Navy Section is composed of three officers. They are selected on the basis of background, experience, expertise, performance of duty, and the prerequisite for assignment at Fleet Staff level. To provide for the broad spectrum of expertise within the Navy, these officers are chosen from three major branches of service, i.e., naval aviation, surface warfare, and submarine warfare.

Close liaison is maintained with the Armed Forces Staff College, the Naval War College, and the Office of the Chief of Naval Operations to insure that current and accurate information on joint operations is provided the College.

The Navy Section prepares and presents instruction on such areas of interest as the broad aspects of seapower as an essential elements of our national strategy; introduction to the Department of the Navy organization

within the Department of Defense; and the overall organization, missions, functions, concepts, and techniques of the operating forces of the US Navy, including specific and implied tasks in the execution of the naval aspects of our national strategy. Instruction is also presented on the organization, characteristics, and employment of naval units in support of ground units making landings on the beach or already established ashore including air-space control, naval gunfire support, close air support, sealift requirements, and staff planning. A close analysis of the Soviet naval and maritime capabilities is made, and a look at Soviet naval history and the changes in its operational concepts is presented. Electives on US naval history and the role of seapower in support of national strategy are offered. Instruction as part of an Army/Navy/Marine Corps team concept in presenting inter-Service instructional material is also offered. The Navy faculty members provide close liaison for the students that are interested in seapower or assigned research projects in that area.

The Marine Corps Section consists of three officers. One officer is a naval aviator; the others are skilled ground specialists. All are experienced in command, staff, and operational assignments throughout the Marine Corps.

The Marine Corps Section represents the Commandant of the Marine Corps to the Combined Arms Center. The section provides liaison between Headquarters, US Marine Corps, and the Marine Corps Development and Education Command and the College and associated US Army agencies at Fort Leavenworth. It coordinates necessary scheduling arrangements and accommodations for annual presentations made by the Commandant of the Marine Corps and the Amphibious Warfare Presentation Team.

The section prepares and presents instruction designed to familiarize the students with the mission, organization, and disposition of the US Marine Corps

and to acquaint them with the operational concepts and capabilities of the Marine air-ground team in the Nation's defense. Navy and Marine Corps supporting arms instruction further familiarizes students with the integrated employment of Navy and Marine airpower, naval gunfire, and conventional artillery fires. The Marine instructors assist Army instructors in presenting lessons on amphibious operations. The section also conducts an elective course in advanced amphibious operations. This elective amplifies basic amphibious instruction through research.

Marine Corps students at the College receive orientation, administrative support, and supervision in Marine Corps related matters from the Marine Corps Section.

Allied Liaison Officers

Six Allied countries have liaison officers assigned to the College faculty. They are Brazil, Canada, The Federal Republic of Germany, France, Great Britain, and Japan. Five liaison officers are colonels and one is a lieutenant colonel.

The Allied liaison officers serve as points of contact for the exchange of information on the latest concepts, doctrine, tactics, and techniques between their armed forces and the Combined Arms Center. They prepare and present instruction regarding the military structure of their countries; they assist in elective, research projects and seminars; and they participate, as appropriate, in the College or department reviews.



CURRICULUM PLANNING AND EVALUATION

- GENERAL DESCRIPTION OF CURRICULUM
- CURRICULUM EVALUATION PROGRAM

CHAPTER VI

CURRICULUM PLANNING AND EVALUATION

General Description of Curriculum

The Command and General Staff College provides resident and nonresident instruction for commissioned officers of all components of the Army and selected commissioned officers from other Services and Allied countries.

The curriculum is designed to produce trained and educated graduates of quality, insight, character, and motivation who are prepared for the challenges facing the professional military officer in the last quarter of the 20th century. It emphasizes the development of essential skills for the effective integration of combined arms and services in the conduct of large-scale military operations and the acquisition of managerial skills required at installation or higher levels where command is not applicable.

The Regular Course consists of a common curriculum, which is approximately three-fifths of the course and which is taken by all students, and an electives curriculum, which is designed to meet the professional needs of each student. The electives curriculum provides an opportunity for students, in individual or group special study projects, to contribute their talents and experience to the solution of contemporary Army problems.

The academic year is divided into three terms as shown in figure 12.

Figure 12
Academic Year by Terms

TERM 1	TERM 2	TERM 3
16 academic weeks	12 academic weeks	12 academic weeks
COMMON CURRICULUM	COMMON CURRICULUM	COMMON CURRICULUM
429 scheduled hr	115 scheduled hr	110 scheduled hr
	ELECTIVES	ELECTIVES
	200 scheduled hr	200 scheduled hr

In the first term, the student completes the majority of the common curriculum. In the second and third terms, the student finishes the common

curriculum, concentrates on studies especially related to his professional development, and works on a special study project. Student electives programs are determined by a combination of student choice and faculty counseling.

In term 1 the classroom day is normally 6 hours. There is, of course, substantial out-of-class study required. In terms 2 and 3 the classroom day varies depending on the electives program. Each elective is 40 curriculum hours, plus substantial unscheduled study time. Some elective scheduled time is allocated to guest lectures or study and research outside the classroom. Evening guest lectures are scheduled frequently in support of electives.

The electives program provides an opportunity for each student to increase his professional competence in areas directly related to his Officer Personnel Management System (OPMS) specialties and his individual career needs. The electives program was developed in consonance with OPMS which groups duty positions of officers into 47 specialties. Each officer is assigned a primary and an alternate specialty in which he is to become proficient. The major portion of each student's 10 electives are courses that directly enhance competence in one of his OPMS specialties.

The counseling system assists the student to achieve a successful electives program. Each student is assigned a counselor from among the officers of the College faculty. Counselors are usually of the same branch and OPMS specialty as the student. The duties of the counselor begin with orientation and study, to include orientation by representatives of the US Army Military Personnel Center, before the student arrives. The counselors are the primary source of faculty assistance to the students throughout the year.

The basic principle in elective selection is to extend the student's competence in his primary and alternate OPMS specialties. The CGSC elective curriculum supports this need by providing courses that relate to the specific

performance objectives of OPMS specialties related to the Army in the field. Some electives contribute directly to the attainment of OPMS professional development objectives while others support all specialties to some degree.

Each student will devote one elective to a special study project on a contemporary Army or joint service problem. The project will be selected from specific areas in the fields of organization, tactics, logistics, management, command, force development, and other subjects in which students, with faculty assistance, can contribute directly to the solution of problems confronting Army forces and joint forces. (See appendix D for a representative listing of 1974-75 study projects.)

The principal concern of the College is the student's overall professional growth, particularly in the development of sound decisionmaking. Accordingly, the instructional program emphasizes the development of intellectual depth and broad analytical ability. Reasoning is emphasized to develop the student's analytical ability to solve a particular problem and to understand the rationale used to reach the solution. Lesson design emphasizes active participation by each student. The student participates in seminars, conferences, practical exercises, and individual or group research. Since all branches of the Army and the other services are represented, the previous experience of each student is considered a valuable asset to College instruction. The use of common scenarios and interdepartmental lessons is encouraged to reduce student preparation time and to permit a problem to be considered from several different aspects. The integration of student experience and interdisciplinary approaches to problemsolving emphasizes the total setting in which commanders make decisions.

Curriculum Evaluation Program

The Curriculum Evaluation Program provides a systematic means of appraising curriculum offerings with a view to their subsequent improvement. The

program is both extensive and continuous. It provides a rational basis for curriculum changes, insures that there are no unwarranted difficulties or gaps in instruction, and presents an information and statistical data base that can respond to internal and external agency needs and requests. The program is divided into two parts: The Student Curriculum Evaluation Program and the Faculty Curriculum Evaluation Program.

Student Curriculum Evaluation Program. In this program several procedures are used to evaluate the curriculum through student feedback. Students are encouraged to use comment sheets located in each classroom to give individual perceptions of subject matter and instructional methods. These comments are submitted to the Director of Resident Instruction who evaluates and records the comments. These comments are then forwarded immediately to the academic department concerned. Timely and positive departmental responses, either formal or informal, are made to the student as a matter of course.

The Student Curriculum Committee is a part of the Student Curriculum Evaluation Program. It is a working organization composed of at least one student from each section and chaired by the Class President. The Curriculum Committee reports to the Director of Resident Instruction on a frequently scheduled formal basis and at any time on an informal basis. The committee is a major student element of interface with the faculty, and its recommendations have a substantive effect on curriculum revision.

Beginning-of-course questionnaires are administered to the student body during the first week of the course. These questionnaires are used to establish an entry level of knowledge and experience for the class. The results of this survey assist the faculty in tailoring educational objectives to meet the needs of the students in the following academic year.

End-of-course questionnaires are administered to the student body during the last week of the course. These questionnaires, similar to the beginning-of-course questionnaires, establish an exit level of knowledge and experience for the class. Differences between the two questionnaires are analyzed and coupled with the other evaluation information to provide the Director of Resident Instruction with a basis for improving the course of instruction.

Postgraduate questionnaires are administered to a sample of each graduating class at six month intervals for a period of two years. The intent of this program is to give the graduate an opportunity to assess the value of the curriculum from the vantage point of his new assignment. This feedback points out the strengths and weaknesses in the curriculum and provides another basis for change.

Students in each classroom or section are divided into four workgroups with the senior officer in each group designated as the workgroup leader. The Commandant and Deputy Commandant meet periodically with these leaders to discuss instructional matters and to gain feedback from the students on instructional materials.

At the end of the course each year, the Commandant meets with representatives from the student sections. These sessions, called the Critique of the Year, allow the students to express their views concerning their year at the Command and General Staff College directly to the Commandant.

Faculty Curriculum Evaluation Program. This program consists of faculty-student seminars, a departmental feedback system, and the lesson cycle (preparation, presentation, and afteraction). Instructional departments normally schedule periodic seminars with students enrolled in their courses with a view toward determining better ways of teaching instructional objectives. These seminars are strictly between the departments and students concerned and no

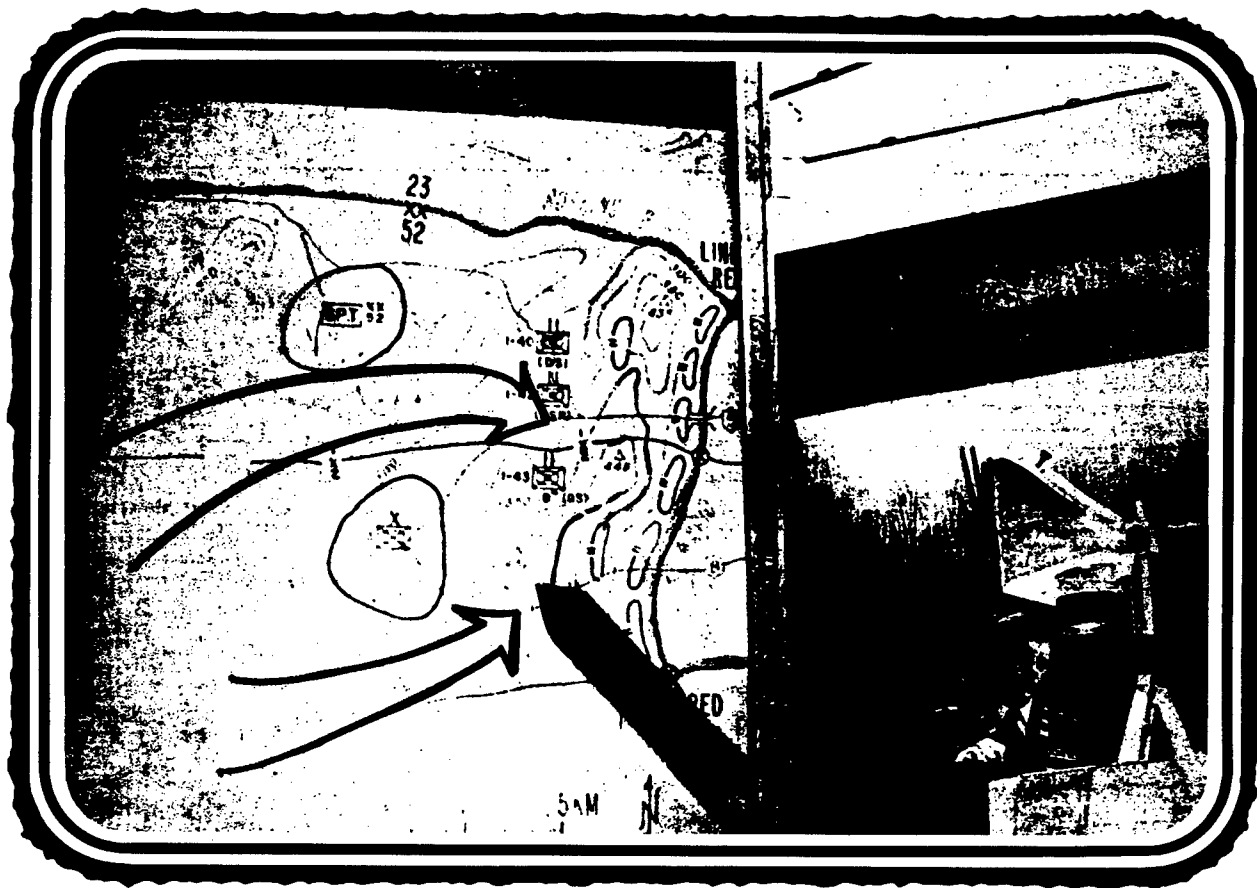
formal reports are made. Department feedback is achieved through the frequent presence in the classroom of the department director or the departmental committee chief. Personal observations of the instructor, coupled with student dialogue, afford the departments a real-time perception of the quality of their lessons. Members of the instructional departments also visit the classrooms on a frequent and unscheduled basis.

A lesson development cycle has evolved to insure uniformity and correctness in procedures, doctrine, and terminology. During the development or rewrite phase of a course, the instructor considers afteraction reports, student comments, and all other feedback available. The instructor provides a copy of his course outline to the Director of Doctrine; to each instructional department concerned; and, as appropriate, to the Allied and Service Liaison Sections for review. These agencies review the material for content and coordination of instructional material within their areas of interest. The responsible department will review and evaluate the lesson prior to its submission for printing. This evaluation is designed to insure that the instructional material accomplishes the intended purpose of the lesson and that the specified instructional objectives are met.

Prior to teaching a lesson, the author briefs all members of the teaching team. This briefing insures that all members of the team understand the lesson and that all differences are resolved prior to presenting the lesson. This briefing also insures continuity among instructors.

After teaching the lesson, the author prepares an afteraction report. This report documents the instructional department's final evaluation of the instruction and the action taken to correct deficiencies, to update, or to revise future instruction. The afteraction report, with student comment sheets, becomes part of the curriculum historical file maintained in the CGSC Library.

Summary. Taken together, the two parts of the Curriculum Evaluation Program represent an ambitious effort to improve the curriculum. The procedures have the merit of requiring an annual systematic review of the curriculum in general and each lesson in particular. Moreover, they establish an orderly means for instituting changes as needed.



PRIMARY INSTRUCTIONAL PROGRAMS

- GENERAL
- DEPARTMENT OF COMMAND
- DEPARTMENT OF TACTICS
- DEPARTMENT OF LOGISTICS
- DEPARTMENT OF STRATEGY

CHAPTER VII

PRIMARY INSTRUCTIONAL PROGRAMS

General

The primary instructional programs of the College are prepared and presented by the four instructional departments--Command, Tactics, Logistics, and Strategy. This chapter describes the curriculum offerings of each department. Additionally, there is an explanation of the departmental organization and a resume of the department's doctrinal activities.

Department of Command

The Department of Command presents instruction in three areas: staff operations, management, and the profession of arms. Internally, the department is organized into three committees, one for each of the subject areas.

Each instructional committee uses a combination of lecture, lecture conference, small work groups discussion, and/or guest lecturers techniques to present its material.

Staff Operations Committee. Common curriculum instruction by this committee focuses on the fundamentals of staff organization and commander and staff responsibilities at the various levels of command.

Early in the academic year the students examine a case study of a division in a combat operation in World War II. During this lesson, the students look at the division commander's personal staff, the coordinating staff, and special staff. Selected staff actions actually taken by the division staff and commander are reviewed, and individual staff section responsibilities are explored. The problems of staff coordination are also examined to serve as a basis for future work.

Electronic warfare and deception are investigated to determine how they can be used for and against the United States. In addition, the effects of

nuclear, biological, and chemical weapons are examined. An analysis of US vulnerability to such weapons is made, and protective measures to be employed to reduce their impact on our forces are discussed.

In academic year 1975-76 emphasis is placed on various staff officer functions as they relate to the needs of the commander. The students are more involved in the learning experience by actively participating in discussions as directed by the instructor. Staff coordination required by the various staff elements and personnel within the division is continually integrated into the discussions.

A division level exercise entitled "Operation JAYHAWK" is used as the scenario for the presentation of most of the fundamental material. During this exercise the students are cast in the role of the commander and various division staff officers to perform the functions described below. The student is required to perform a detailed analysis of the tactical mission assigned to the unit. As a result of the analysis he prepares and issues planning guidance to the staff.

The student's attention is next directed toward the intelligence staff officer's area of interest. In this area he examines an analysis of the area of operation looking for significant information that will assist the division in accomplishing its mission. In conjunction with this procedure the student develops plans for collecting and processing information into intelligence and prepares an intelligence estimate.

The student next focuses his outlook on the personnel and logistic situations confronting the division. During this time the student analyzes various personnel, logistic, and civil-military estimates. As part of the analysis, the student identifies the various deficiencies the unit must overcome. In addition he determines the staff actions that must be accomplished to correct the deficiencies or lessen their impact.

Next the student examines the division and the enemy force in detail to determine the relative combat power and strength of each force. Based on his analysis, he formulates various courses of action to accomplish the division's mission. Each of these courses of action is compared against the enemy's capabilities and possible courses of action. The best course of action is then selected, and the student prepares a concept for the conduct of the tactical operation.

The student then develops and prepares the necessary operation order and map overlays covering the tactical operation and the personnel and logistic support. Throughout this phase of the learning process, emphasis is on commander and staff techniques and the procedures for translating the commander's decision into clear, concise, and timely orders.

After all the orders are prepared, the tactical operation is conducted. During this phase the student is faced with various commander and staff actions that normally occur during combat operations. Each of these actions are addressed, appropriate recommendations are made, and orders are issued. In addition, staff estimates are continually updated so that timely decisions can be made by the commander. At the same time new plans are formulated so that the battle can be carried on to a successful completion.

A block of instruction introduces Soviet tactics. It covers the organization, equipment, employment, and capabilities of units and includes the study of offensive and defensive tactics from company to division levels in an Army context.

Another separate block of instruction on the fundamentals of staff organization and commander and staff responsibilities is presented in a tactical operations center environment. The tactical operations center is a mock up of what a division's main and tactical command posts should look like in the

field. During this instruction the students are organized into staffs for both of the command posts. In addition, some of the students and members of the faculty are assigned as controllers, for conduct of the exercise. Based on data provided by the controllers, the staff executes the operation plan, updates estimates and plans, makes appropriate decisions, and issues necessary orders. All these actions are monitored by the controllers, and appropriate steps are taken to provide for the smooth execution of this one-sided exercise.

Management Committee. The common curriculum instruction presented by this committee is devoted to the three major subject areas described below.

The first major subject area is the Planning, Programing and Budgeting System (PPBS) used at Department of Defense, Department of the Army, and major installations (e.g., Fort Leavenworth) levels. Emphasis is placed on the management of dollar and manpower resources to insure that assigned goals and objectives are achieved within the constraints imposed at both the national and installation levels. External influences exerted by Congress, the National Security Council, the General Accounting Office, and the Office of Management and Budget are examined for their impact on the PPBS. The influence of these activities are viewed as part of the total system by which national defense objectives are translated into plans and programs and finally into resource-consuming actions. The principal instructional method of presenting this material is two case studies, one at Department of the Army level and the other at installation level. The former case study allows the student to examine the structure of the Army while comparing alternative force structures. Resource constraints are imposed to limit the alternative structures to those feasible under current funding and manpower limitations. The latter case is concerned with formulating and executing a portion of an installation's budget. Throughout the course the

student is required to use accepted management principles and to apply sound problemsolving techniques. This block of instruction stresses the analytical aspects of the PPBS and minimizes the mechanical procedures involved in resource management.

The second major subject area presented by this committee is decision-making/systems analysis. During this block of instruction the student is involved in the development of a decisionmaking model and introduced to the systems analysis umbrella (decision analysis, economic analysis, and operations research). Included is a discussion of models, the systems approach, the concepts of decision analysis and economic analysis, and the tools associated with operations research. The decisionmaking model and the concepts of decision analysis and economic analysis are then applied to a military case study. The basic techniques and logic used in network analysis are also identified and applied.

The third major subject area is computer operations. This instructional block is designed to provide each student with the ability to access and use the significant computer capability at the Command and General Staff College. Using the BASIC computer language, he is taught sufficient programming to allow access to the Preplanned Automated Library, which is available through the CDC 6500 computer system and to facilitate his understanding of automatic data processing instruction integrated into other lessons throughout the academic year. Additionally, an overview of the Army's development, procurement, and use of automatic data processing systems and computer-based information systems is provided.

Profession of Arms Committee. Common curriculum instruction presented by this committee is designed to engage the student in exploring and understanding

the nature and responsibilities of his profession and in mastering the details of how to meet his responsibilities in the contemporary situation.

Nine subject areas are presented by the committee. The first area deals with officer responsibilities and standards and is presented in part by the Commandant of the College. In this area, the student's attention is directed toward his operational responsibilities and developmental responsibilities. This is accomplished through the examination of World War II and Korean historical leadership examples and the current everyday situations that a commander faces. This subject will be presented in a similar format next year.

The second subject area deals with the civilian background and environment that the American Soldier comes from. Included as a part of this subject is the consideration of human diversity, ethnic harmony, youth in America, and drugs and alcohol. The focus of this subject is designed to give the student a better appreciation of the aspirations, desires, and views of the American youth of today. Because of the presence of Allied officers in class, the students are also able to get an insight into the youth of other nations which is indeed fortunate.

The next subject area presented deals with the commander's information program, developing understanding and cooperation between the military and civilian communities and the relationship between the military and communications media.

The fourth subject area is entitled "Taking Care of the American Soldier." This course uses as a starting point the recruiting of the youth of America as soldiers for the Army's modern volunteer force. The problems and procedures associated with recruiting and initial processing of the new soldier are discussed by a panel of experts from the Kansas City Recruiting District and

the Reception Station at Fort Leonard Wood, Missouri. Next the student is involved in a research of Army regulations to find solutions to the soldier's problems. This procedure is followed by practical work in the Army's systems for accounting for soldiers. Next, case studies oriented on using the soldier well and making good use of his time are discussed in detail by the students. The enlisted men's new personnel management system is then discussed, pointing out in particular those aspects of the system that would be going into effect close to the time the student graduates. The remaining hours of this subject deal with military laws and the Army's judicial system. They are presented by military lawyers who are students in the College.

Another subject area presented is training. This subject provides the student with an understanding of current training policies, programs, and techniques that can be applied by commanders and staff officers in planning and organizing training in the contemporary environment. The need for definitive missions and training objectives for subordinate units, as well as command guidance and priorities of resources, is also considered.

The sixth subject area presented deals with the Army's Reserve components. As a part of the "One-Army Policy," the differences between the Army National Guard, US Army Reserves, and the Active Army are pointed out. In addition, the current status of the Reserve components is highlighted by means of television tapes from selected Reserve component units. After receiving this background information, the student is required to develop a plan for activation and integration of a unit into the Active Army.

The next subject presented is military writing and speaking. The instruction on this subject emphasizes the student's continuing need to evaluate and improve his ability to communicate effectively. This material is being taught at the same time the student is studying preparation of

estimates of the situation and operation orders. The evaluating of the effectiveness of the student's writing ability is integrated throughout the entire College program.

The next subject is new to the course this year. The lesson, "Fundamentals of Human Resources Development", deals with motivation, leadership styles, interpersonal communications, and group dynamics. Most of this material was previously presented in elective courses. Its increasing importance led to its inclusion in the common curriculum.

The final common curriculum lesson taught by this committee is entitled "The Chain of Command." This subject serves as a capstone for this committee's instruction and focuses on the development and use of the subordinate leaders, officers and noncommissioned officers, in units. Throughout the instruction and discussions emphasis is placed on the commander's responsibilities in this important area, to include the race relations, drug, and alcohol instruction.

Electives and Doctrine. As an aspect of the design of the 1975-76 curriculum, the committees screened each of the 74-75 electives against the specialties to be taught at CGSC as a result of the shift to emphasis on OPMS specialties. As a result of this screening a number of new electives were added, particularly in the areas of intelligence and personnel management.

A total of 33 elective courses that support or reinforce the common curriculum are offered by the department. Two of the electives--Advanced Electronic Warfare and Operations Research/Systems Analysis--are unique because their completion results in the award of a prefix signifying a special competence of Army concern.

The Department of Command was extensively engaged in the development of doctrine in 1974-75. The department consciously practiced CGSC policy that new doctrine would flow first into College instructional material for testing

in the classroom, then into test doctrine for trial and comment in the field, and finally into field manuals and other doctrinal literature. Many new concepts were in various stages of translation into doctrine. These included control and coordination of division operations, electronic warfare, maneuver control, and force structure planning. Additionally, Department of Command personnel assisted the Combined Arms Combat Developments Activity with numerous materiel-related studies. The total doctrinal effort within the department last year approximated ten man-years; the expectation is that this amount will steadily increase.

The Department of Tactics

Tactics lies in and fills the province of fighting.

B. H. Liddell Hart

Because the Command and General Staff College is the senior tactical college of the US Army, tactics constitutes the very core of learning for all CGSC students--resident or nonresident, infantryman or engineer, captain or lieutenant colonel. Simply put, tactics at Leavenworth is the instructional adhesive that binds the College together.

To apply that adhesive, the Department of Tactics teaches a common curriculum and an electives curriculum that provide a systematic framework for fusing the fundamentals of tactics with the dynamic realities of the contemporary battlefield.

The tactics common curriculum revolves primarily around three lessons. "The Fundamentals of Combined Arms Warfare" introduces the student to the essential components of combined arms formations (infantry, artillery, armor, engineer, signal, supply, air), with emphasis on the capabilities, limitations, and relationships of each. The student then moves to two operational scenarios designed to teach the imperatives of swift tactical success

on a lethal battlefield with austere forces. A Middle East scenario examines strategic deployment considerations and contingency force operations; the European scenario explores military operations of North Atlantic Treaty Organization forces.

The course in tactics examines decision analysis under conditions of certainty and uncertainty; the mobilization of combat resources in the face of evolving circumstances; the application of multivariate methods to tactical problems; military technological innovations of recent years and recent wars; the managerial dilemmas arising from rapidly changing tactical situations; problems that affect the character as well as the success of military forces; and the specific demands of good military writing. Further, several lessons investigate experimental approaches to the understanding and uses of computer simulation and model miniatures with detailed "war gaming" techniques for dealing with applied tactical problems. This latter approach uses commercial and Department of the Army-developed war games.

The electives curriculum provides the opportunity to reinforce further, and in greater detail, the intricacies of combined arms operation planning and the execution of plans. Sixteen electives are currently offered. These range from a "Quantitative Analysis and Battlefield Dynamics" course, which examines the sensitivities and credibility of war gaming models as analytical tools for decisionmaking and the potential uses of war games at various operational headquarters, to a course entitled, "Combat in Built-up and Fortified Areas," which investigates potential battle areas most affected by widespread urbanization and assesses the likely impact of urban growth on future tactical operations. Tactical field trips, terrain reconnaissances, and guest lecturers support the electives curriculum.

All courses are designed to stress idea content, to stimulate the development of concepts, to refine judgment criteria, and to use sound decisionmaking methodologies. Courses are further characterized by a search for significant issues, alternative solutions, and innovative concepts.

While all standard teaching methods are used by the Department of Tactics, the small workgroup "dynamic" is the primary teaching mode of the department. This methodology links one tactics instructor with approximately 10 to 14 students, providing the optimum in a student-centered environment. All meetings between faculty and students are conducted in an atmosphere of academic freedom that strives to promote individual inquiry and to stimulate constructive, critical, and creative thought.

The tactics teaching faculty is recruited from the Army at large and from the resident students. All have professional "graduate" degrees by experience and attendance at Army service schools. Many have earned graduate-level credentials from civilian universities. Extensive field trips throughout the Army keep the faculty in touch with current developments in the field.

Aside from teaching the resident courses of instruction, the Department of Tactics authors and monitors a wide range of offerings to nonresident students throughout the Active, Reserve, and National Guard units of the United States Army.

As might be expected, the Department is deeply involved in the development of tactical doctrine. Apart from the assessments, discussions, and critiques of tactical doctrine that occur within the classrooms, the separate and special Doctrine Section of the Department of Tactics is currently writing several Army field manuals, including those that will guide the composition

and employment of larger (corps) units and Army divisions. The Doctrine Section, during the past year, sponsored a series of precedent-setting conferences to examine new defensive doctrinal concepts. Attendees included representatives from US Army service schools, Canadian military forces, and the Federal Republic of Germany.

The Department of Tactics implements its role well at the Command and General Staff College. The student can expect exciting, stimulating and professionally rewarding courses of instruction, filled with both contribution and gain on his part, in an atmosphere conducive to personal and professional growth.

Department of Logistics

The Department of Logistics endeavors to strengthen the student's awareness of the role, scope, and impact of combat service support, especially with regard to operations of the Army in the field. By definition, therefore, the course in logistics includes administrative services, chaplain services, civil affairs, finance, legal services, health services, military police, supply, maintenance, transportation, construction, troop construction, acquisition and disposal of real property, facilities engineering, topographic and geodetic engineering functions, food service, graves registration, laundry, dry cleaning, bath, property disposal and other logistic services.

To achieve its overall purpose, the department has established five specific goals as follows:

-- Develop the student's understanding of the missions, functions, organizations, and operations of the combat service support system within corps and division to the extent that he can identify, analyze, and offer sound solutions to combat service support problems.

-- Develop the student's understanding of combat service support in the theater of operations to the extent that he can effectively perform basic combat service support planning exercises involving both forward deployed and contingency corps operations. Emphasis is placed on sharpening the student's appreciation for calculation of logistic requirements, time and distance factors, air and sealift considerations, and the combat service support force structure.

-- Familiarize the student with logistics at the continental USA installation level.

-- Familiarize the student with the continental United States wholesale base and how it supports the Army in the field.

-- Introduce the student to new logistic concepts and emerging systems.

To attain these five goals, the Department of Logistics has developed its common curriculum course in logistics. The course commences with a 10-hour lesson entitled "Division Combat Service Support," which enables the student to understand the organization, mission, functions, and procedures for combat service support in Army divisions and separate brigades. The knowledge gained by the student enables him to identify, analyze, and describe procedures and channels for solution of logistic problems within the division. This is followed by a 14-hour lesson entitled "Logistic Fundamentals--Above Division," which enables the student to translate combat service support doctrine from its theoretical foundation to the actual execution of functional responsibilities in support of both forward deployed and contingency type operations.

During a 12-hour lesson, entitled "Contingency Force Operations, Middle East Setting," the student develops specific combat service support requirements, force structure, and detailed concept to support a contingency force operation in the Middle East.

Thereafter in an 8-hour lesson, entitled "Forward Deployed Force Operations in a European Setting," the student analyzes the administrative/logistic annexes to operation orders prepared by a forward deployed corps to perceive the relationship between tactics and logistics in time-sequenced fashion, and to discuss the logistic impact of working with forces of an allied nation.

The applicatory lesson in the department's curriculum is a 20-hour lesson entitled "Corps Contingency Planning." This lesson enables the student to become more familiar with contingency planning, quantitative determinations of selected combat service support requirements, quantitative determinations of selected combat service support capabilities and introduces him to the use of the computer in aiding combat service support decisionmaking.

The course is completed by a 10-hour lesson entitled "Logistics Management in the Continental US" in which the student becomes familiar with materiel acquisition and installation level logistics management and a 10-hour lesson entitled "Emerging Logistical Systems" in which the student becomes aware of emerging logistic systems and the status of their development as well as current combat service support organizations in Europe, Korea, Japan, and selected continental United States areas.

The common curriculum course in logistics is augmented by seven elective courses. One elective, "Logistics for Commanders", is oriented toward the nonlogistician and attracts officers of all branches. This course uses case studies, guest lecturers, and instructor presentations to enable potential US battalion commanders to cope with internal battalion logistics. It provides an in-depth examination of logistic functions applicable to US units -- organizational supply (manual and automatic) and maintenance operations, repair parts supply (manual and automated), and dining facility operations. The guest lecturers in this elective are US battalion commanders presently

serving in continental United States Active Army units. A second elective, "The Materiel Acquisition Process", also attracts officers of all branches because it serves as an introduction to the materiel acquisition process and is beneficial for those officers who work in combat development and for those who work in the materiel development aspects of Army equipment. In this course, the student gains knowledge of the Life Cycle Systems Management Model. Emphasis is placed on the early phases of the development of an item of equipment.

The five remaining electives are oriented toward expanding the logistic knowledge of the logistically oriented student to enable him to explore various phases of logistics in greater depth than the core curriculum subject. This first of these is the "Advanced Logistics Management-Supply" elective, concerned with selective aspects of supply management; one area of emphasis is automatic data processing systems which are presently in operation or proposed for the near future, and which were designed to improve supply management. The next elective, "Advanced Logistics Management-Maintenance," provides additional knowledge of maintenance at the commodity command level -- depot maintenance operations, programing and utilization of maintenance resources (to include funding), and supporting maintenance management information systems. Another elective, "Advanced Logistics Management-Transportation", deals with movement control organizations, doctrine and concepts, Army container operations and management, automatic data processing systems support to the Army's distribution system, and sustaining forces by the direct support system.

The "Advanced Logistic Applications" elective uses a scenario to examine the several functional areas of logistics in depth. This course serves as an integrating applicatory elective in which the student is confronted with

complex problems and real-world situations involving second order consequences and having potential impact on two or more functional areas. The student is afforded the opportunity to develop and discuss alternative solutions so as to gain an understanding of the basic relationships and tradeoffs inherent in logistic management and decisionmaking.

The final elective offered by the Department of Logistics, "Seminar in Logistics," requires individual study and research in a logistic area associated with the student's primary or alternate OPMS specialty. Areas for research and study are selected by the student and approved by a faculty monitor. Independent study is followed by submission of a written research report and participation in seminars.

The Department of Logistics has one section that is unique -- the Doctrine Section. It was organized to provide the Combined Arms Center, of which the College is a part, with logistic expertise in reviewing and preparing input to training literature, studies, and reviews. The Doctrine Section is the Combined Arms Center's primary repository of logistic expertise and continuity and is specifically charged with writing three field manuals and portions of three others. Additionally, the Doctrine Section monitors students research efforts designed to solve current logistic problems having significant impact on the Army.

The Department of Strategy

The Department of Strategy is organized into three distinct committees -- The Strategic Studies Committee, the Security Assistance Committee, and the Joint and Combined Operations Committee. Unlike the other departments of the College, where primary focus is on the employment of units in combat, the Department of Strategy's major effort is directed toward an understanding of strategy, i.e., the act and science of developing and

using political, economic, psychological, and military forces as necessary during peace and war. This effort includes addressing insurgency and the political, social, economic, military, and psychological factors that pertain. In addition to the strategic focus within the Department of Strategy, the Joint and Combined Operations Committee's primary instructional effort is designed to familiarize the student with the defense organization and the coordinated employment of forces of more than one military Service or more than one nation in combat supporting a military strategy executed at unified or combined command level.

The overall objective of the Department of Strategy is incorporated into the objectives of its three committees, which will be discussed later.

In general, the overall objective is for the student to know US military strategy and current US military capabilities, to understand the political and military situation in key world regions, the military capabilities of US allies, potential enemies, and other nations of contemporary interest, and to become familiar with strategic and joint operational planning and operations related to crisis management and conflict situations. The Department of Strategy strives to improve the intellectual discipline, reasoning processes, oral and writing fluency, and other skills essential to a progressive career as an officer of the military Service. Factual knowledge is instilled in the student and he has the opportunity to apply that knowledge to real military problems. The requirement for independent thinking and analysis on the part of each student is emphasized in the design of course material.

Strategic Studies Committee. The Strategic Studies Committee serves the general college curriculum plan by seeking to produce a graduate who is

strategically perceptive. The instructional objectives of this committee are to increase the students understanding of national security affairs, with emphasis on the role of the military in the formulation of national strategy and the implementing military strategies; to familiarize the student with historical precedents of strategic thought and the evolution of US strategies since World War II; and to acquaint the student with contemporary world problems and issues which impact on US national interests to help develop student insight into the fundamental aspects of strategic environment. The end product is a student whose analytical abilities have been sharpened, especially when dealing with ambiguous and complex strategic subjects. In academic terms, this committee is roughly comparable to a department of social sciences.

The academic disciplines represented in the resident teaching faculty are political science/international relations; economics; public administration; geography; area studies; European, Asian, and American history; education; engineering; and business administration. In addition, this committee has Army-designated area specialists for Latin America, USSR, PRC, South Asia, Western Europe, Middle East, and Africa South of the Sahara. These area specialists hold language skills and have received advanced education in their area of expertise. The Resident Faculty is frequently assisted during the academic year by members of the Consulting Faculty.

The major instructional responsibility of the committee is presentation of the common curriculum survey course. This 66-hour survey is presented in the first and second terms. It focuses on the strategic environment (elements of power and national decisionmaking), the threat (basically the USSR and PRC) and the strategic response (US national and military strategy since World War II). The instructional methods include lecture, workgroup seminar,

and role-playing. Extensive use is made of media facilities in the College classroom, to include film, educational television, view-graph transparencies, and audio-tape.

The electives program builds on the common curriculum in two specific areas--strategy and military history. The strategy-related electives are designed to expand on specific aspects of the core survey. For example, one of the lessons in the core survey introduces recent developments in international arms negotiations. The arms control elective is the follow-on elective (40 hours) which treats SALT and MBFR from a historical perspective, relating these important deliberations to current US national and military strategy.

Joint and Combined Operations Committee. The instructional objectives of this committee are for the student to become familiar with the relationship and functions of the elements of our national defense structure; to become familiar with the joint environment within which Army forces conduct combat operations; to become knowledgeable with service interactions and joint procedures through an examination of selected examples of joint operations; to understand the purposes and basic procedural aspects of the joint planning process, and to become familiar with combined military organizations incorporating forces of multiple allied nations.

The lessons presented by this committee in the common curriculum provide the student with basic organizational structures and principles of joint and combined operations, a foundation upon which he can base subsequent detailed investigation of combat operations, and an appreciation of the organization and conduct of military operations within the joint and international environments.

The elective courses offered by this committee are structured to provide the student with several opportunities. He can expand his knowledge in a specific aspect of joint operations both through his own and through instructor-assisted research; he has the opportunity to make excursions into operational aspects that he finds of interest or that he needs to fill a void in his knowledge; and he is encouraged to participate meaningfully in the constantly evolving area of military doctrine in which the committee is deeply involved.

Instruction presented by this committee is carefully coordinated and integrated with other committees and departments. Within the common curriculum, the joint planning and strategic mobility subject matter is presented as part of an overall lesson presented early in the course in which all the instructional departments participate. Other lessons require close coordination and contributions from the Air Force, Navy, and Marine Corps Sections and from selected allied liaison officers to be complete and well rounded.

This committee has a unique doctrinal responsibility. Army publications developed by this committee must be coordinated with other Services and often approved by them. In other cases, the committee provides input to joint doctrinal publications prepared by other Services.

Security Assistance Committee. The instructional objectives of this committee are to enhance the student's understanding of the basic dynamics of collective civil-political violence; to enable the student to function as a commander, staff officer, or advisor in applying the principles of internal defense and development doctrine; and to prepare graduates to serve the Army in the field in controlling land, people, and resources.

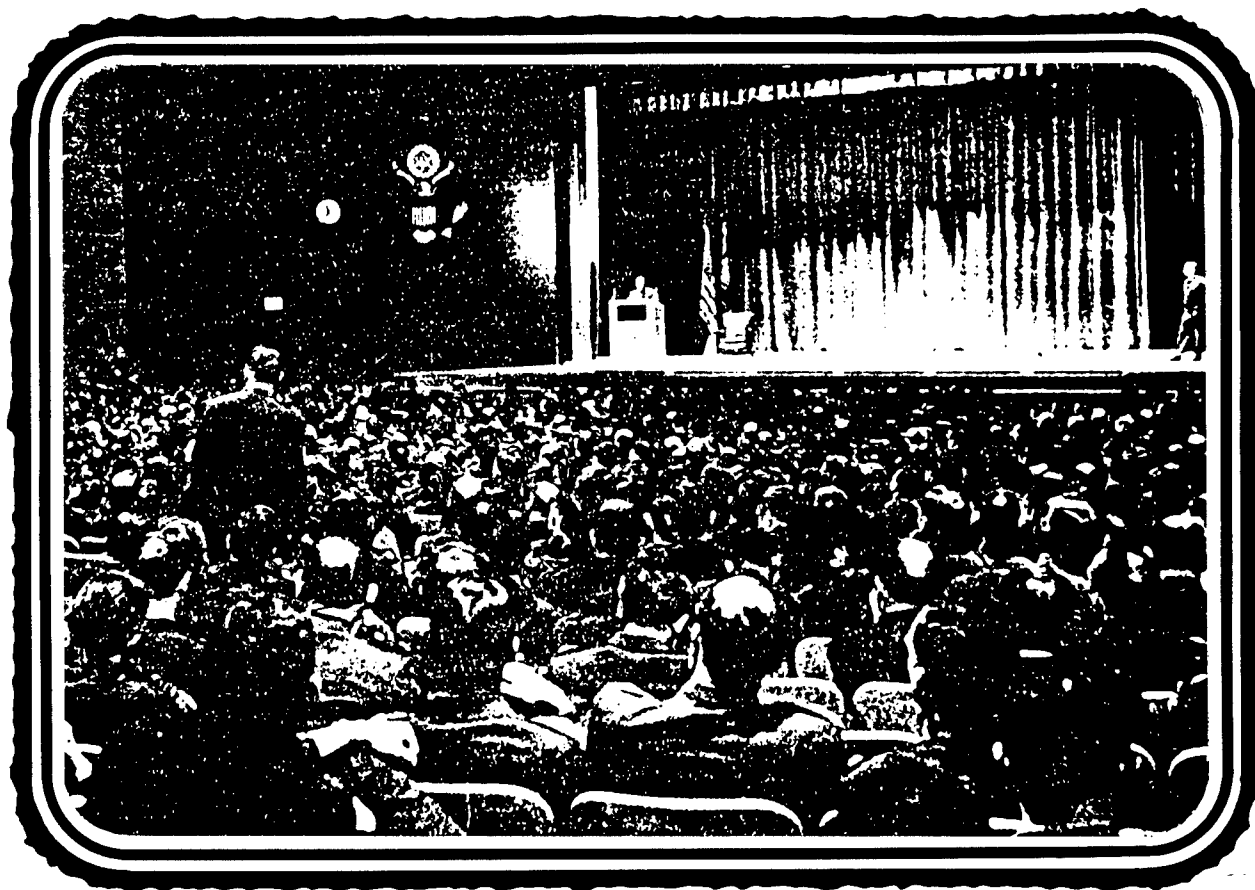
Using a combination of lecture and seminar discussion, the committee's instruction examines the causes and methods of dealing with internal political

strife in developing nations. Although interdisciplinary in nature, with material drawn from several academic disciplines including economics, anthropology, sociology, psychology, public administration, and communication, the common curriculum is primarily an overview in comparative politics of developing areas. The 40-hour classroom discussion plus required outside reading is equivalent to a 3-semester hour lecture course on this subject at a civilian institution. The 15 security assistance elective offerings are an expansion in research and seminar modes of subjects taught in the common curriculum. Typical research electives are "Revolution", "Peacekeeping", and "Developmental Aspects of Internal Security". Each of these electives include approximately 40 to 45 hours research and 15 to 20 hours classroom discussion (including presentation of research results). Other electives, such as "Intercultural Communication", "Influence Through Communication", "Advanced Internal Defense and Development", and "Problems of Development", are basically reading and seminar discussion courses with some combination of 60 hours individual and group work.

Members of the Security Assistance Committee have special qualifications. Two examples are an exchange officer from the Australian Army with extensive practical experience in unconventional warfare and an officer who served in unique positions with both American and Southeast Asian officials from presidents to peasants.

For its elective program, the committee has emphasized the advantages of teaching small classes (6 to 12 members) so as to provide for maximum student learning and maximum student contribution to the learning process. The committee has also emphasized the integration of university contract courses and the in-house elective program. Instructors use a variety of teaching techniques, ranging from lectures to individual student research. Several

instructors have made use of audio-visual programs, including the use of a Human Resources Research Organization-developed program to increase cultural self-awareness. Other instructors have encouraged students to develop television program workshops as special study projects. During teaching and research, the committee takes maximum advantage of the approximately 100 officers from 50 foreign countries who are students at the College each year. These officers are selected to attend Fort Leavenworth because of their previous academic performance and demonstrated ability. Most of these officers subsequently attain high-level positions within their own armed forces. These officers thus offer the College a wealth of expertise and experience that is available at no other institution.



PHYSICAL FACILITIES AND EQUIPMENT

- BELL HALL—THE CGSC ACADEMIC BUILDING
- THE ARMY FIELD PRINTING PLANT AND THE TRAINING AIDS SERVICES OFFICE
- BELL HALL BASEMENT FACILITIES

CHAPTER VIII

PHYSICAL FACILITIES AND EQUIPMENT

Bell Hall--The CGSC Academic Building

Bell Hall, the principal academic building for the College, contains 318,848 square feet of floor space designed in the shape of a figure "4". (See figures 13 and 14.) It has a three-story office unit, a library, an auditorium, two classroom wings, and a facilities unit containing a small auditorium that is used as a briefing room. The basement contains offices, a post exchange, bookstore, a cafeteria, a barbershop, and instructional support facilities.

The 22 classrooms can accommodate 50 to 56 students each and can be divided by curtains on tracks to provide four small workgroup areas. Each classroom is equipped with a full array of audio-visual equipment that can be controlled by the instructor from the lectern. This equipment includes an overhead projector, a 16-mm motion picture projector, a 35-mm slide projector, four television monitors, and a video-tape recorder/player. Selective ceiling lights and blacklights can also be controlled from the lectern. Each classroom also contains a 9- by 9-foot overhead transparency rear projection screen; an 8- by 10-foot projection white porcelain enamel steel chalkboard; four large sliding chart panels, two with iron screen over the tackboard to permit the use of magnetic aids over the tacked-up charts, one with a green steel chalkboard insert, and one with a second projection white chalkboard insert; and one large, fixed green chalkboard, four double-sided swinging chalkboards, four double-sided, portable multipurpose tackboards, and two oak tables for instructor use. Light, sturdy tables are used in the classroom. They can be arranged into numerous configurations to accommodate workgroups of from 2 to 16 people. Each classroom has an intercom system that can be used for routine and emergency calls.

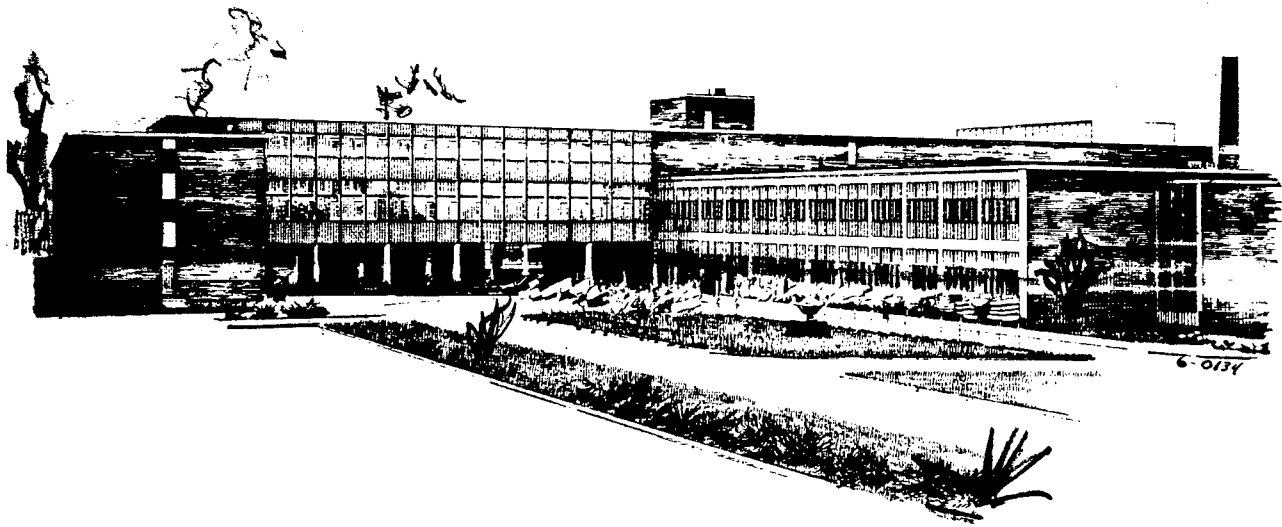
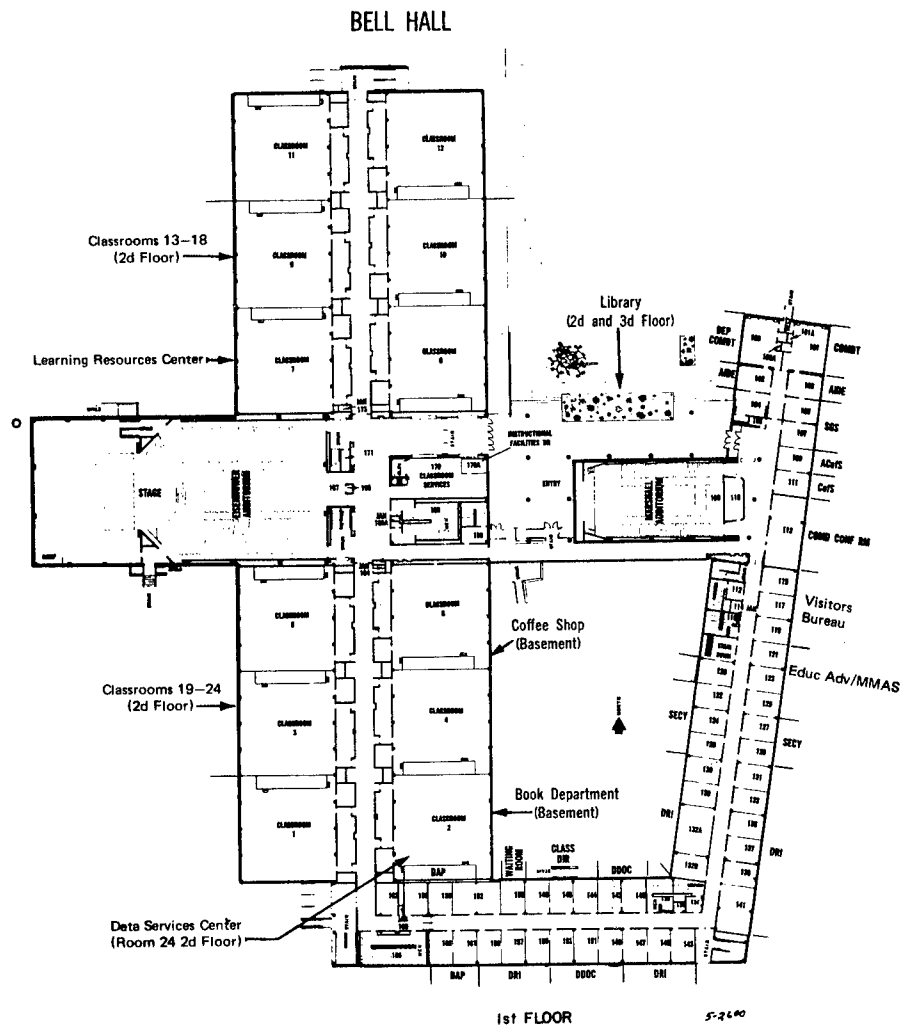


Figure 13. Bell Hall.



NOTE: Instructional departments are located on the
2d and 3d floors.

Figure 14 -- Bell Hall Floor Plan

A Data Services Center (DSC) and an experimental classroom are in the classroom wing. The DSC consolidates the College's automatic data processing (ADP) equipment (remote interactive and batch terminals and key punch) and services (portable terminal check in/out, ADP literature library, and personal assistance). The DSC is readily available for students and faculty to develop expertise in all phases of ADP; to conduct research and analysis using ADP support; to accomplish class-assigned tasks using ADP; and to see, operate, and become familiar with ADP equipment. (See chap IX.)

In the experimental classroom, various environmental configurations and educational hardware are being tested with a view to improving facilities for lectures, small group discussions, simulation exercises, and individual study. (See chap IX.)

Specific objectives for lecture improvement concentrate on space and technology. Highly compact lecture areas supported by an easily controlled package of media for high-impact, short-duration presentations are being tested. The lecture area is being designed to provide for television origination.

As the small group discussion mode develops into the primary teaching method at this institution, the instructor must make presentations effectively while operating as a discussion group leader. Structuring the small group environment, therefore, includes the need to provide a versatile display and presentation area and an acceptable visual and sound separation from the other discussion groups in the classroom. Multipurpose acoustical partitions, a geodesic dome sound cap, and mobile delivery systems are currently being evaluated to support these needs.

Simulated battlefield and tactical command and control situations have proved to be excellent teaching tools. Current emphasis is on the replication

of the three-dimensional battlefield. Terrain boards, scale models, special lighting, and television cameras will be combined to capture this real-world situation. Games and individual simulation concepts are being evaluated as they are developed.

The concepts under development concentrate on mobile study systems that are capable of aggregating the maximum variations in media and are cost effective. Student motivation and faculty programs are software considerations recognized as integral to the end effectiveness of any such effort.

In the experimental classroom is an experimental direct support media service office. This quick service office is a satellite of the Training Aids Service Office (TASO) located on post. TASO is testing ways to bring quick do-it-yourself support to instructors within Bell Hall.

The experimental classroom is being transformed into a learning resources center that will provide an electronic media library and support center.

The Eisenhower Auditorium has a seating capacity of 1,425 persons. The stage, one of the largest in the Army, has complete modern facilities for almost any type of production. The Marshall Auditorium, with a seating capacity of 356 persons, has similar facilities.

Immediately adjacent to Bell Hall are two academic facilities: Muir Hall, which contains three classrooms and six rehearsal rooms that are or can be equipped in a manner similar to the Bell Hall classrooms, and Flint Hall, which has an instructional tactical operations center (TOC). The TOC is a model of a division facility utilizing or simulating the equipment authorized for a mechanized infantry division. This facility is a tool to teach students to perform the staff coordination/command functions in an environment that approaches that found in a tactical unit. Additionally,

the facility is used to evaluate functions that are performed within the TOC: to determine functions that can be effectively automated; and, through the use of a tactical scenario, evaluate TOC operations in both manual and partially automated modes. Based on the results of these evaluations, doctrinal improvements for TOC concepts and procedures will be developed.

The College has a complete television production facility and a staff of technicians and production personnel. The educational television facility is collocated within Bell Hall and provides closed-circuit distribution to permanently installed monitors in all classrooms and learning areas. At present, the facility produces about 100 local productions each year.

The Army Field Printing Plant and the Training Aids Services Office

A major factor contributing to the enviable reputation of the College is the support it receives from the Army Field Printing Plant (AFPP) and the Training Aids Services Office (TASO) located at Fort Leavenworth. These facilities include a printing plant, an instructional aids branch, a photographic laboratory, and the audio-visual support center. These facilities have the capability of reproducing almost any type of instructional material.

Lesson materials reproduced include lesson plans, issue material (advance sheets, sections, maps, overlays), special texts, and reference books in support of College instruction. Visual aids in the form of training films, transparencies, slides, terrain maps, and magnetic tapes and symbols are provided. Films are edited and cut; sound tracks are changed; and recording tapes are furnished in accordance with requirements.

The skilled technicians that comprise the 115-man work force of these agencies represent nearly all facets of the communicative arts media and provide expert counsel as well as vast technological capabilities.

Bell Hall Basement Facilities

Located in the Bell Hall basement is the Operations Division with the mission of providing direct support to faculty and students. The division is comprised of three branches: Instructional Facilities, Editing and Publications and Distribution.

The Instructional Facilities Branch, more commonly known as Classroom Services, is the most visible of the three branches. The branch is responsible for arranging classrooms, for posting charts and maps, and for providing audio/visual support in the classrooms. Assigned to the branch are the technicians who run Marshall and Eisenhower Auditoriums. The auditoriums are used for formal classes and for numerous community activities. The branch is also responsible for the physical security of Bell Hall and for conducting tours of the facility for visiting dignitaries and other special groups.

The Editing and Publications Branch reviews and edits all College instructional material before it is submitted to the Army Field Printing Plant for publication. Highly qualified editors review and edit over 75,000 pages annually. The flow of material into the Army Field Printing Plan is scheduled and controlled by this office to insure an even production schedule and timely arrival of the material for use in the classroom.

The Distribution Branch services not only the instructional material requirements of resident classes but also responds to the daily demands of over 14,000 nonresident students worldwide. Over 43,000 correspondence subcourses amounting to over 75 tons are mailed annually. In addition an extensive map library is maintained to support instructors in their search for suitable terrain on which to develop new lessons.

Room 74 in the basement of Bell Hall houses the Army and Air Force Exchange Service Military Book Store. A wide variety of merchandise and services is available through this educational support facility. Items of stockage include an appropriate selection of hardbound and paperback publications, school supplies for dependents, calculators, typewriters, stationery, greeting cards, and a variety of souvenir items.

The Supply and Services Division provides logistic support for the College; is responsible for the allocation of administrative space within Bell Hall; maintains accountability of all College property, to include the gifts and mementos displayed throughout Bell Hall; and supervises the accomplishment of contract janitorial support for College facilities.



LIBRARY, EXPERIMENTAL CLASSROOM, AND INFORMATION SYSTEMS

- LIBRARY
- EXPERIMENTAL INNOVATION—THE EXPERIMENTAL CLASSROOM
- INFORMATION SYSTEMS—THE COMPUTER

CHAPTER IX

EXPERIMENTAL CLASSROOM, LIBRARY, AND INFORMATION SYSTEMS

Library

The College Library is located on the second and third floors of Bell Hall. It is centrally located between the classroom areas and the office areas.

The second floor collection contains over 90,000 volumes of books and bound periodicals representing holdings in areas common to university or college libraries. Some of the fields represented are military art and science, history, political science, management, automation, minority studies, military writing, reference, and research. The Library subscribes to 400 periodicals and 40 newspapers. Microfilm is available for backruns of over 90 periodicals and the New York Times since its first issue in 1851. Microfilm and microfiche reader printers are also available.

The third floor collection contains the document collection consisting of about 250,000 volumes germane to the support of the teaching mission and student research. The third floor alone houses a user-operated, on-line terminal leading directly to the Defense Documentation Center at Alexandria, Va. This terminal gives the Library access within seconds to about 750,000 technical reports, allowing an on-screen display of abstracts of documents published within the last three years and catalog citations for documents published in the last six years. The terminal can furnish abstract and bibliographic printouts. It allows ordering of specific documents, which cuts delivery time of hard copy to one week.

Library facilities to the user are greatly enhanced by the 18 libraries within a 150-mile radius with which the College does extensive business either through interlibrary loan or by obtaining permission for student officers to use their facilities.

The Library has 12 study rooms available for individual or group study. Four of the rooms can be used for work groups, seminars, or conferences. In addition, there is a "quiet room" with 22 individual study carrels, two work tables with chairs, and additional chairs that provide a study area for students away from the flow of traffic. Five pinwheel study carrels that furnish 20 additional individual study spaces have been ordered. A number of the study carrels are specifically reserved for students in the Master of Military Art and Science (MMAS) Degree Program.

Three committees perform advisory and consultant services for constant improvement of the Library. They are the Student Library Committee, formed of students from each section; the Library Board, formed of representatives from each instructional department, chaired by the Director of Resident Instruction; and the Faculty Book Selection Committee, formed of selected subject experts from each instructional department.

The Library is currently operating under a 5-year Library Improvement Plan. The purpose of this plan is to improve the quality and depth of the collection; reorganize the library operation more efficiently; enhance the professionalism of the staff; provide more user work and study; provide better and more efficient service to the research effort of the user; and generally enhance the image of the Library as a graduate-level institution. A major part of the plan is directed to the support of the MMAS Degree Program. (See appendix E.)

Educational Innovation, The Experimental Classroom

In the summer of 1974 an experimental classroom was set up in Bell Hall. A broad mission was assigned to the instructional technologist in charge. Briefly, his job was to investigate any and all educational techniques, both hardware and software, to determine their value for the College. Few fixed

notions were given to him as charter. He was to give each promising technique or tool space to happen and be evaluated. The basic classroom with its attending characteristics was also fair game for improvement.

An initial budget was extended to introduce a range of improvements already somewhat proven by other military schools. The initial renovation gave the classroom a fresh design and certain visible evidence that the College was serious about innovation. During the fall the faculty was surveyed (see appendix F) to determine the priority that should be given to ideas scheduled for test. The results of that survey determined the order of business and action was taken to satisfy the needs perceived by the faculty. (See appendix F.)

Ideas were also gathered from students who had experience as instructional designers. Ideas were taken from universities, business, and the studies made by the Combat Arms Training Board. Many notions were also received from the young and aggressive faculty. The Army Training Aids Service Office, headed by an instructional designer, was made an active partner. From this agency came more experience, support, and dollars.

The testing of hardware was necessary when it was of local design. Testing varied from the detailed investigation of a sound dome with an audiometer to the gut response of a group of faculty members watching a brainstorming session used as an instructional technique. After testing, ideas were institutionalized in varying degrees. Some hardware notions that tested well will be ordered for all classrooms, others will be general-support items purchased in limited numbers.

It is common knowledge that for good ideas to gain acceptance the faculty must first decide to give these ideas a fair trial. The most common method employed to win faculty acceptance is one that singles out a successful

instructor. If a successful instructor has a genuine need for the new concept or hardware, he will be given individual support until the new notion has been given a reasonable change for success in the classroom. This instructor's success is a motivation for his comrades to adopt the new concept for teaching purposes. This successful instructor approach has been used as the innovation-energizer.

The following figure reflects the ideas considered since 1974 and shows their stages of acceptance or rejection. In more than 35 percent of the cases complete institutionalization has occurred. The ideas are listed under the broad categories of--

Classroom support systems -- Those items permanently available in each classroom.

Software support systems -- Methods, techniques, or approaches to instruction.

Hardware support systems -- Devices, mockups or audio-visual equipment designed to deliver courseware in some form.

CLASSROOM SUPPORT SYSTEMS	PROTOTYPE	STOP		TEST	PILOT	STOP		REMARKS
		TEST	PILOT			TEST	PILOT	
Media Assistance Office	Jun 74							in CR 7
Display Service	Dec 74							2 displays up
Multi-media Work Area	May 75							almost ready
Acoustic Dividers	Apr 74							too costly
Acoustic Carpet	Apr 74							installed
Acoustic Wall Tile	May 74							too costly
Acoustic Dome	Jun 74							in production at DB
Teaching Desk	Oct 74							in test
Panel Platform w/Chairs	Jun 74							not catching on
TV Studio Classroom (Color)	Jun 74							no interest
Classroom Color Scheme	Jun 74							awaiting funds
Situational Geography	Jul 74							used by new faculty
Air Wall Divider	Jun 74							due in Aug
PE Distribution Box	Jul 74							limited use
Alternative Classroom Set-Up	Sep 74							catching on
Ad Hoc Work Areas	Aug 74							needs support
SOFTWARE SUPPORT SYSTEMS								
Illustrated Field Manual	Mar 75							artists being educated
New Lesson Design Format	Apr 75							introduced ITC
Brainstorming Techniques	Jul 75							catching on
Trigger Teaching Techniques	Feb 75							catching on
Small Group Method (SGM)	May 75							in preparation
Restructure ITC	Apr 75							DNRI model
Introduce Wargaming	Mar 74							
Sample Video Courseware	Jun 72							of limited value
Sample Audio Courseware	Aug 75							on order
Rolling Data (TV program)	Sep 74							limited value
Using Models as Tests	Mar 75							catching on
Role Playing Wargame	Mar 74							in curriculum
Instructional Systems Design	Mar 75							ITC agenda item
Media Counselling	Aug 74							not full time

Figure 15. Instructional support systems.

2

HARDWARE SUPPORT SYSTEMS	PROTOTYPE	STOP		TEST	PILOT	STOP		TEST	IN SYSTEM	REMARKS
		TEST	PILOT			TEST	PILOT			
Demonstrate MM Power	Mar 75									first program scheduled
MM Use in Eisenhower	May 75									less impact
MM Use in Marshall	May 75									best impact
MM Use in Command Conf	May 75									not suitable
Tactical Terrain Models	May 74									large styrofoam type
Upgrade Teaching Devices	Jan 75									reorg in TASO
Quick-Quiz Board	Jan 74									expensive
One Day VGT Service	Sep 74									class B only
Do Your Own Lettering	Sep 74									equip on hand
Slide Library	Jun 74									7000 slides
Chart Making Aids	Mar 75									equip on hand
Programmed Display	Jun 74									equip in TOC
Compressed Speech	Jun 74									needs promo
Rear Screen 16MM	Sep 74									low priority
Rear Screen 35MM	Sep 74									low priority
Front Screen VGT	Sep 74									low priority
Front Control TV Player	May 75									waiting test
Telephone Teaching Cart	Oct 74									regular use
Small Group Teaching Cart	Jan 75									most promising - waiting fun
Multi-Image Program Cart	Jan 75									ready on call
TEC Program Carrel Cart	Jun 74									mini learning
Audio Player Carrel Cart	Sep 74									center CR 7
TV Cassette Carrel Cart	Jun 74									Bell Hall
35MM Player Carrel Cart	Mar 75									
Portable TV Check-Out	Jun 74									return to
Portable Audio Check-Out	Sep 74									TASO control
Slide Film Check-Out	Sep 74									soon
3/4" Cross Dubbing TV Tape	Apr 75									at TASO
Command Control TV Commo	May 75									not compatible with Army standard
Command Control Simulator	May 75									in Muir 6
Battlefield Sound Effects	Sep 74									in TOC in Muir 6

Figure 15. Instructional support systems (cont).

HARDWARE SUPPORT SYSTEMS (CONT)		PROTOTYPE	STOP TEST ▼ PILOT	STOP TEST ▼ IN SYSTEM	REMARKS
Quick Photo Repro For VGT	Jan 75				in TASO
Quick Type Set For VGT	Jan 75				due in
Silk Screen GBT Photos	Jun 74				low priority
Dart Board Device	Jun 74				inappropriate
Scale Model Equipment	Oct 74				used w/wargame
Scale Model Intel Mock-Up	Jan 74				under construction

Figure 15. Instructional support systems (cont).

Information Systems -- The Computer

The impetus to use the computer in the College started in 1966 when a Department of the Army board was tasked to review Army officer schools. The board, after an in-depth review of all aspects of Army officer education, recognized a need for added emphasis on the use of electronic data processing (EDP) for instruction in the Army Education System. The board recommended that the College play a special role in EDP instruction. The report states "...with the eminent expansion of ADP to the field army and its utilization in command and control and other operational roles CGSC graduates will increasingly use the output of information and data systems and influence the design of future automated systems."

The board's report preceded a President's Science Advisory Committee finding released in February 1967, which stated that, "If we are to exploit our opportunity fully, students in colleges and universities must see for themselves what a powerful tool computing is, and learn to use it. No matter what his specialty, the student must be given the opportunity of using computers in learning and in doing, and the faculty member must be able to use computers in teaching."

In August 1968, the College submitted to Department of the Army a data automation requirement (DAR). The DAR stated that EDP capabilities were required at CGSC for the following reasons;

- To increase the quality, efficiency, and scope of education and research at the CGSC through staff, faculty, and student use of a digital computer.

- To broaden the scope of education at CGSC to keep pace with the rapidly growing use of computers in government operations and national defense facilities and better qualify officer graduates for assignment to

duties with the Army in the field, Headquarters, Department of the Army, Combined and Joint Staff, and staffs of major army commands.

-- To be used by all departments at the College and eventually to be incorporated into nearly every lesson taught.

-- To become a familiar and accepted tool for the solution of military problems.

-- To graduate officers better prepared to perform computer-assisted research required in future assignments in high military staff positions.

-- To allow instructors to take advantage of existing quantitative analysis techniques to more closely resemble problem solution in the real world.

The DAR was approved by Department of the Army in December 1968.

The College began its actual use of computers in support of classroom instruction in 1968 through a contract with a commercial data processing service company. The use began with one terminal and reached twenty-four terminals.

In late 1972 a Control Data Corporation 6500 computer was installed on Fort Leavenworth to satisfy the joint requirements of the Combat Developments Command and the College. To access this computer the College established a computer interactive terminal inventory of--

24 Teletype (TTY) Model 33 KSR Direct Coupled

6 Teletype (TTY) Model 33 KSR Acoustical Coupled

2 Hazeltine Model 2000 Cathode Ray Tubes (CRT) Acoustical Coupled

The initial inventory of interactive terminals has since been increased with the addition of:

6 Digi-Log Telecomputer Model 209 Acoustical Coupled

5 Texas Instrument Silent 700 Model 735 Acoustical Coupled

The CRT's TTY's, and Silent 700's have a keyboard to transmit data and either display or type to receive data. The Digi-Log has a keyboard to transmit data. The output from the computer is converted to a television output, and that output is displayed on the TV screen. Multiple TV sets can be hooked up to one terminal.

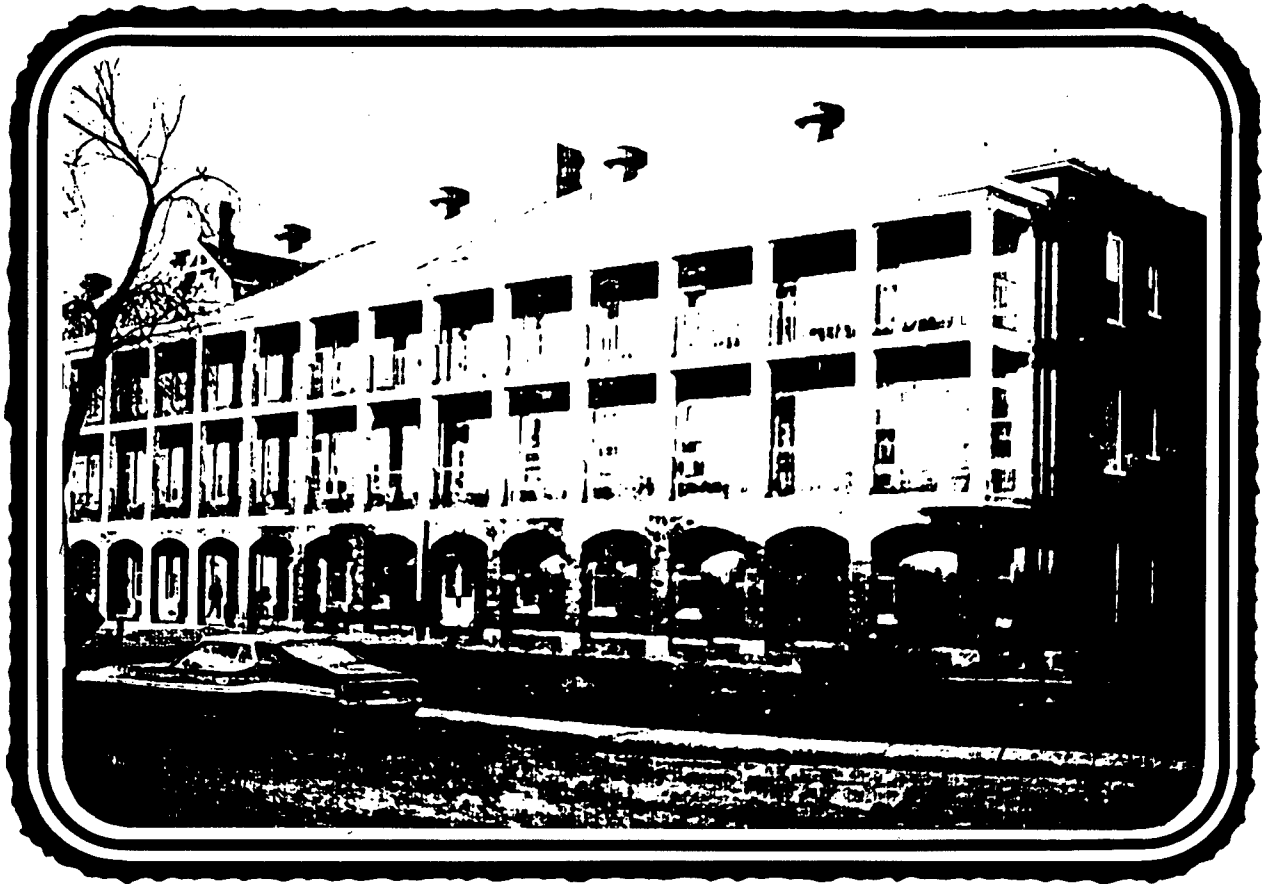
A Control Data 200 user terminal (UT) batch terminal has also been added to the College EDP equipment inventory. The batch terminal consists of a card reader, line printer, and user console. Also, there is a key-punch (IBM 129 Data Recorder) to prepare cards for the card reader.

As noted earlier, the computer system used by the College is the Control Data 6500. The 6500 has two central processing units (CPU's), each with a control section and arithmetic and logic units. Both CPU's share central memory. Central memory is 131,000 words or 131k. There are 10 peripheral processors (PPU's) that handle all the input/output for the system, and control the operation of the peripheral units (disc or tape) of a program. The PPU's direct the CPU's to start execution and direct the stopping for timesharing or when the program reads or writes. The extend core storage, a high-speed mass storage device of 500,000 words or 5,000,000 characters, has been installed on the system.

In September 1973, Major General J. H. Cushman, the Commandant of the College, stated, "We must greatly increase the student's immediate immersion in the world of computers. The student should quickly be able to use the computer as a normal tool just as he would use a pen, accepting the computer as a routine aid to command, management, and staff activities. We must find a way to develop the man-computer symbiosis so that the officer is completely comfortable with the computer. We already have a practical language, BASIC, and some computer instruction. Let's have the student "solo" on the computer during his first week and have a "pilots license" when he graduates.

The faculty must be qualified with computers, too. Each course should utilize the computer in at least some of its lessons."

In accordance with this guidance each CGSC student has a minimum of 56 hours of hands-on experience with automatic data processing. In addition, there are more than 1000 hours of instruction that is computer assisted.



FUNDING

- AUTHORIZATION PROCEDURE
- MANPOWER AUTHORIZATION
- 1976 FUNDING

CHAPTER X

FUNDING

Authorization Procedure

As the College's superior headquarters, the Training and Doctrine Command (TRADOC), Fort Monroe, Virginia, is responsible for providing CGSC with the needed resources (manpower and funds). Basic to fulfilling this responsibility is an orderly means for determining requirements. Requirements are determined annually by following standardized procedures.

The process commences with the issuance by TRADOC of the Manpower and Budget Guidance Memorandum. This document specifies objectives in terms of missions, policies, standards, and support services. It takes into account that CGSC has been specifically tasked to conduct certain courses with an expected student workload for each course. Having thereby established what is to be accomplished, the memorandum sets space ceilings for both military and civilian manpower and a dollar ceiling for all costs.

On receipt of the Manpower and Budget Guidance Memorandum, the College initiates actions to test the feasibility of the manpower and fund ceiling in light of assigned tasks. These actions culminate in negotiations with TRADOC to alter the guidance as necessary.

Such negotiations are conducted prior to the start of the fiscal year, at which time the annual Funding Authorization Document is executed. This document, popularly referred to as "the contract," is a formal agreement signed by the TRADOC Commander and the CGSC Commandant. The agreement summarizes the resources that are to be provided to the College to support a projected student load. At mid-year the terms of the contract are reviewed and necessary adjustments are made in the objectives to be accomplished or in the resources to be provided.

Manpower Authorizations

The draft 1976 Funding Authorization Document provides the CGSC with a manpower ceiling of 309 military officers, 27 enlisted personnel, and 199 civilian employees.

The majority of the 309 officer spaces is for instructors. To determine the instructor authorization, the total hours of classroom presentations for all courses are divided by the recognized annual platform hour workload.

College overhead requirements (officer, enlisted, and civilian) are based on experience factors developed locally and from the DA Pamphlet, Staffing Guide for US Army Schools.

Funding

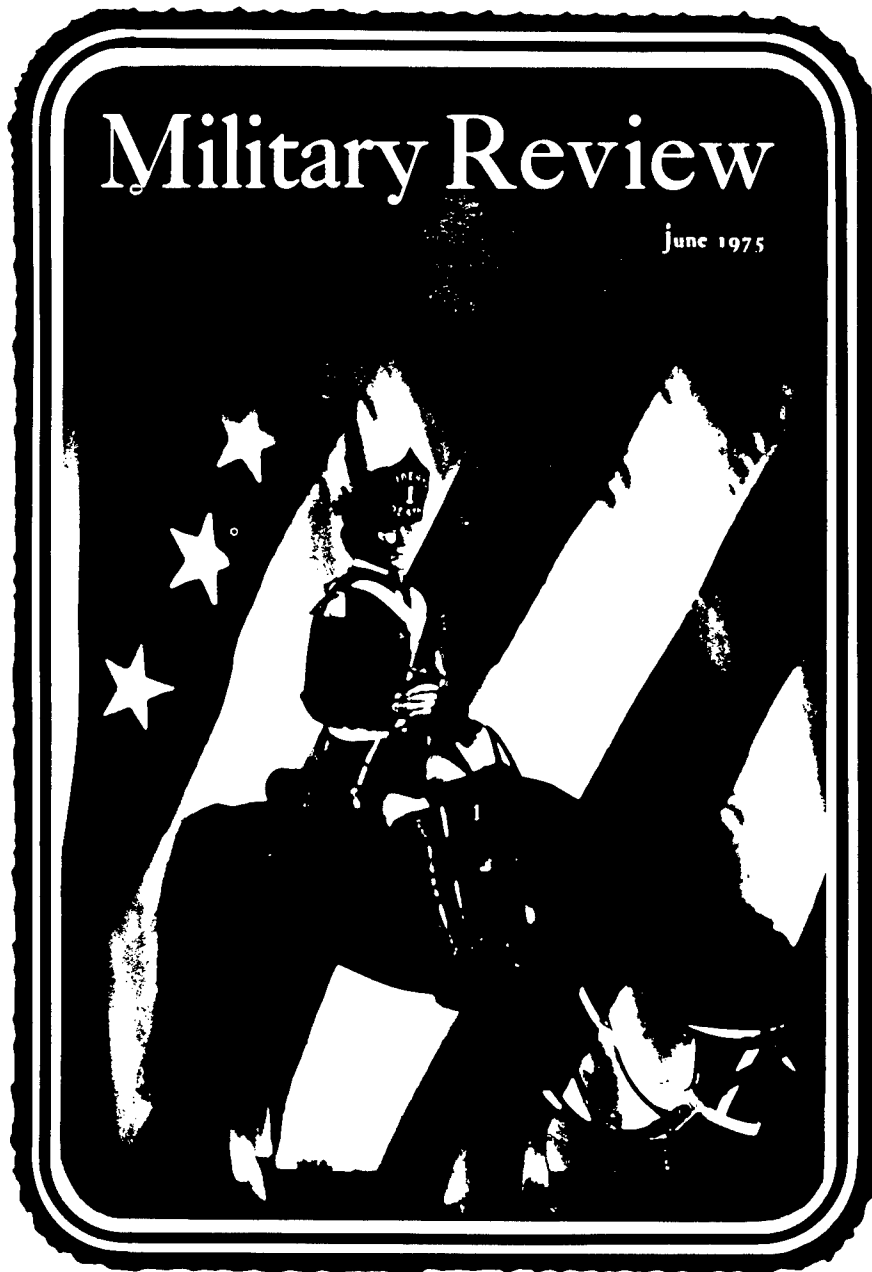
For FY 76, funding in support of the College is established at \$3,243,000. (This does not include the salaries of the military personnel of the Staff and Faculty, which approximate \$6 million.) These dollars were distributed as follows:

<u>Activities</u>	<u>Dollars</u>
Civilian pay and benefits	2,357,100
Information System Office	101,800
Contract electives	95,300
Guest speakers	17,800
Library equipment and acquisitions	90,000
Supply and services	348,300
Educational television	94,300
Travel	112,000
Other	26,400
TOTAL	3,243,000

College funding is, of course, affected by fiscal policies of the Federal Government and by the state of the economy, especially the escalation of prices for goods and services. Notwithstanding these restraints, the College continues to enjoy financial support commensurate with its assigned missions.

Military Review

June 1975



THE MILITARY REVIEW

CHAPTER XI

THE MILITARY REVIEW

For the past 53 years, the Command and General Staff College has published a periodical aimed at increasing military professional knowledge. The Instructors' Summary of Military Articles, which first appeared in February 1922, has evolved from a compendium announcing available reading matter and offering abstracts of articles from foreign journals into the present-day Military Review, which is recognized as the professional journal of the US Army.

The Military Review is dedicated to the promotion of the military art and the professional development of officers. Its goal is to stimulate thought about matters of importance to military men and to subject Army doctrine to continuous critical analysis leading to better understanding and improvement. The Military Review covers a variety of subjects, including national defense policy, tactics, strategy, organization, logistics, weapons and equipment, foreign forces, leadership, and management. In fact, it covers any subject related to military affairs that is of current interest and significance.

The Military Review contributes to professional development through disseminating new concepts and techniques and by stimulating thoughtful and innovative writers to expose their ideas to critical peers. Material published generally does not reflect official views or established positions. Rather, it is selected to present a number of different viewpoints on a broad spectrum of matters that deserve consideration by the middle and senior leadership of the US Army. Authors include military men on staffs and on service school faculties, military men with troops, officer students, scholars from the academic community, and other authorities from many walks of life throughout the world.

Although the Military Review is published primarily for the US Army officer, its authors and readership reflect its international appeal. Each issue of Military Review contains from six to eight original articles, one or two digests, and 10 to 20 book reviews. The Reader Forum section features readers' letters to the editor. In the Military Notes section, attention is focused on new military equipment, techniques, concepts, organizations, and events throughout the world. The Articles of Interest section carries synopses of articles from foreign journals. During the bicentennial period, a two-page feature each month highlights some aspect of our Nation's 200 years of history.

With few exceptions, each issue is self contained--there are very few two-part articles. Balance is obtained through careful selection of authors and materials. Although the figures may vary with any given issue, approximately 40 percent of the original material is written by US active duty military authors. The remaining 60 percent comes from retired or Reserve authors, US civilians, and foreign military and civilian writers. (See app G for a listing of articles appearing in the January through June 1975 editions.)

Copies of the Military Review are distributed to students at the Command and General Staff College and the Army War College, and to Army students at other senior service schools. Major Army commands, units and activities also receive limited distribution. Moreover, there are several thousand paid subscribers in more than 90 countries.

For the first 12 years of its existence, the Military Review limited itself to being a compendium, publishing book reviews, digests of articles, and lists of articles and documents that might be of interest to Army officers. However, in December 1933, the Review carried an original article by Major J. Lawton Collins, who later became Chief of Staff, US Army. During

the next several years, only one or two original articles appeared in each issue. By the late 1930's more articles dealing with the current war situations began to appear. With the April 1943 issue, the Military Review became a monthly magazine, having been published quarterly except for the first 6 months of its existence.

In April 1945, at the request of some of the Latin-American countries, Military Review began to publish a Spanish-American edition and a Brazilian edition.

Today the combined monthly circulation of the English, Spanish-American, and Brazilian editions is more than 20,000.



THE NONRESIDENT PROGRAM

- HISTORICAL DEVELOPMENT—OVERVIEW
- CURRENT STATUS
- INSTRUCTIONAL PROGRAMS
- FACULTY FOR NONRESIDENT PROGRAMS
- STUDENT BODY
- POSTGRADUATION PROGRAMS
- FUTURE PLANS FOR NONRESIDENT PROGRAMS

CHAPTER XII

NONRESIDENT PROGRAM

Historical Development -- Overview

The College nonresident program traces its origin to 1907 when the Army School of the Line began to provide problems and exercises to individual officers and units upon request. It was, however, the National Defense Act of 1920 that established the Army, National Guard, and Reserve Forces that provided the formal foundation for the present nonresident program. The year 1922 saw the establishment of the nonresident program that had as its "capstone" attendance at the General Service School (CGSC) at Fort Leavenworth. Increasing interest and participation in the extension courses offered by the College resulted in the founding of the Command and General Staff Correspondence School in 1923. The nonresident program was established to provide formal, high-level military education for Army National Guard and Army Reserve officers.

Mobilization for World War II brought the Correspondence School to a temporary halt as students and potential students were called to active duty. Correspondence instruction was resumed in 1947 with the courses designed to parallel the resident course.

In 1949, the Extension Course Department was created at the College to conduct a special associate course to be completed over 3 years by extension and resident instruction. This course was an offshoot of the experimental Special Command and General Staff Course that was designed to be presented in three 2-week periods, one each summer, conducted throughout the various Army areas. The Special Associate Course operated, with modification, from 1949 to 1957. Originally the course consisted of 165 hours of correspondence work supplemented by three 2-week periods of active duty conducted at both Fort Leavenworth and sites within the Army areas.

In the fall of 1950, the US Army Reserve (USAR) school Command and General Staff Course program began. A pilot USAR school was organized in Allentown, Pennsylvania, consisting of a division-level CGSC course. The course proved highly successful, and 60 additional schools began organization on 1 January 1951. By June 1953, 168 USAR schools were in operation with plans calling for a total of 330. By June 1953, USAR schools were providing CGSC courses to over 14,000 Reserve and National Guard officers. An additional 5,700 officers were receiving instruction through the extension course program.

The course presented in the early USAR schools consisted of essentially two parts--the CGSC Course (division) and the CGSC Course (advanced). The programs were conducted in both inactive duty (IDT) and active duty (ADT) phases. Officers successfully completing the Special Associate Course received certificates from the respective Army commanders.

In 1956, the two part course was phased out and a program instituted wherein instruction was presented during IDT assemblies and ADT periods conducted by USAR schools within the Army areas. The final phase, then known as "Phase X," was conducted at Fort Leavenworth. Officers entering this 5-year program in 1956 and completing in school year 1959-60 became the first USAR school graduates to receive the CGSC diploma. It was not until 2 years later that correspondence course students became eligible to attend Phase X instruction enabling them to earn their Leavenworth diplomas.

In 1963 a functional change was made in the College that had considerable impact upon the nonresident program. The responsibility for the preparation and doctrinal content of nonresident instruction was transferred from Department VI (DNRI) to the instructional departments of the College. This move was designed to maintain a nonresident program that is closely allied with and parallel to the college resident instruction.

The early 1970's saw reductions in the time allocated to the USAR program from a 5 year, 10 phase program, to a 4 year, 9 phase, and then to a 3 year, 7 phase program.

During the period 1965-75, the size of the nonresident student body remained relatively stable. However, because of increased student participation the number of officers successfully completing the program and receiving a diploma increased dramatically from 981 in 1965 to 2,552 in 1973. During this same period, the makeup of the nonresident student body changed appreciably as a result of increased participation by National Guard and Active Army officers.

During 1966, 101 National Guard officers graduated from the program; in 1974, 492 Leavenworth nonresident graduates were Guardsmen. Also in 1966, 50 Active Army officers received their diplomas. The 1974 roster of graduates lists 457 nonresident graduates as members of the Active Army.

In 1973, there was added to both the USAR school course and the correspondence course a requirement for each student to fulfill a writing requirement prior to his attendance at the final Fort Leavenworth Phase. Two options are available to satisfy the College writing requirement. The students may elect to write a 3,000 to 5,000 word article for publication in a military journal or he may write a military staff study. All articles are graded by experts in their fields.

Current Status

At present, approximately 350 nonresident classes are being taught by 650 USAR school faculty members throughout the continental United States, Hawaii, Puerto Rico, and Germany. More than 7,000 students are working toward a CGSC diploma through classes conducted by 93 USAR schools, and

approximately 6,000 are participating in the correspondence program of the Command and General Staff Officer Course.

Currently, there are 93 USAR schools and 11 group study units receiving administrative and academic support and utilizing instructional material prepared and furnished by the College.

The total FY 74 budget for the nonresident program amounted to something over \$15 million. The cost of printing the instructional material alone amounted to \$355,340.

The entire resources of the College are available to all students enrolled in the nonresident program. They are available through the authors during their preparation of the instructional material and directly to the student during his last 2 weeks of resident instruction. These resources include all of those discussed in other chapters of this study.

Instructional Programs

The correspondence course includes 24 subcourses that normally require approximately 36 months to complete. The correspondence program contains 582 hours.

The USAR school program is conducted in a 3-year and a 4-year option. The 3-year option contains 554 hours, whereas the 4-year option contains 526 hours. This program is presented by 93 USAR schools at 350 teaching locations. Instruction is presented by Army Reserve officers who are graduates of the College.

Each summer there is conducted at Fort Leavenworth two special resident options. These are entitled the "Extended Resident Instruction Option, Part One" and the "Extended Resident Instruction Option, Part Two". Part One covers the same material as is presented by the USAR schools in Phase V of the 3-year option. Part Two consists of material contained in Phase VI of

the 3-year option plus the normal Fort Leavenworth Phase. A student attending both Part One and Part Two is essentially completing one-half of the nonresident program in residence at the College.

Students may switch between the correspondence program and the USAR school program with approval from the College. This interchangeability adds the flexibility necessary to meet the needs and demands of the Reserve and National Guard officers. Transfer between programs must be made at the end of a phase. This interchangeability is best explained by the diagrams at figures 16 and 17.

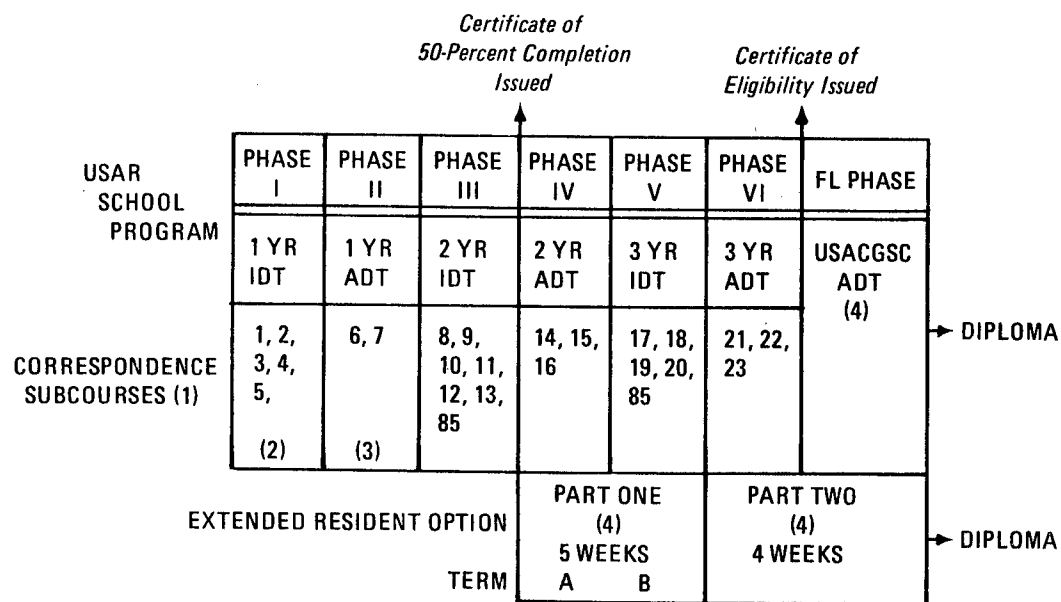


Figure 16. 3-year option.

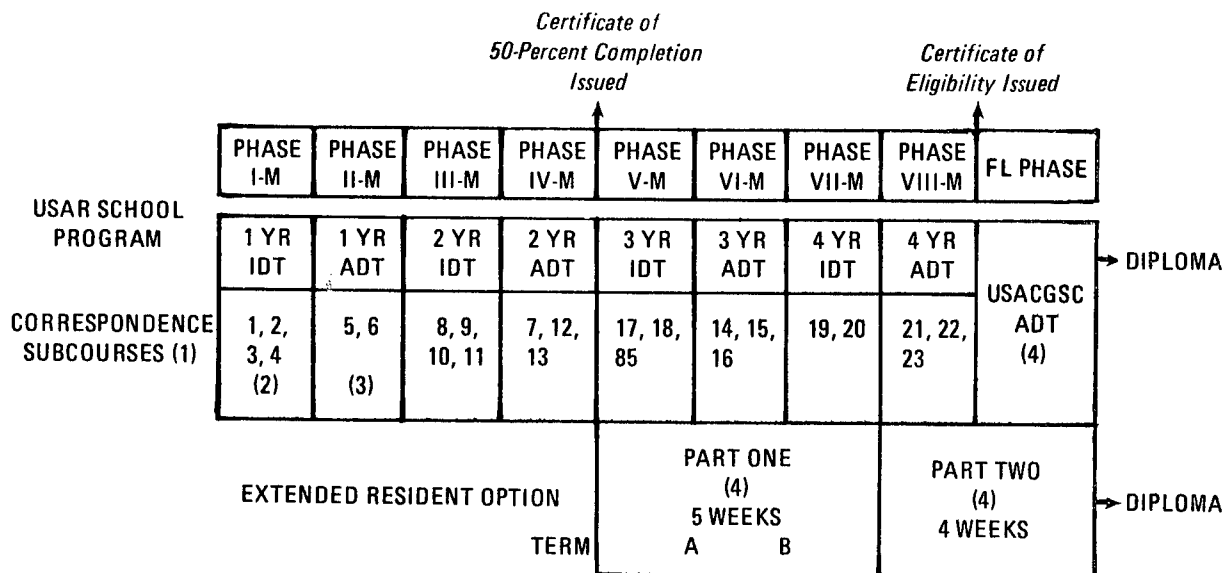


Figure 17. 4-year option.

Regardless of the program (USAR school or correspondence course), all students must attend the 2-week resident phase at Fort Leavenworth before a diploma is awarded.

The group study provision of the correspondence course is not in itself a separate program, but a method of completing the subcourse under the guidance and supervision of a group leader. The group leader must be a graduate of the College. The students are required to meet on a regular basis for study; however, the lesson exercises and subcourse examinations are completed on an individual basis. This group study provision is an ideal instructional vehicle for the student without time to attend formal USAR school instruction yet who finds it difficult to gain an understanding of the material on an individual basis.

The remaining program that is overseen by the Department of Nonresident Instruction is a 1-week Instructor Training Conference (ITC). These conferences are normally presented three times a year at Fort Leavenworth to

selected USAR school instructors. The course is designed to assist instructors in the presentation of the Command and General Staff Officer Course. The students are briefed on the educational philosophy of the College, instructional and doctrinal missions, organization and roles in the overall Army Educational System, instructional methods and techniques, curriculum planning and content, and the administrative support available. Practical work in instructional procedures is provided.

Faculty for Nonresident Program

The faculty supporting the nonresident program is quite large. It includes the College resident instructors; the USAR school faculty; the study group leaders; and the members of the consulting faculty, who grade the writing requirement.

Resident instructors are assigned specific subjects/lessons for which they are responsible. They study the subject, develop specific instructional objectives, develop training aides (vu-graphs, audio tapes, video tapes, etc), and write student issue material and lesson plans. After the material is printed, distributed to the USAR schools, and presented, the resident instructors support their material by way of answering any and all questions pertaining to doctrine or other academic content. The same instructors are responsible for developing questions for examinations that support the instructional objectives. The entire resources of the College and other Department of Defense agencies are available for material research. The assigned resident instructors develop all materials for both the USAR School program and the correspondence course program.

USAR schools have a Command and General Staff (CGS) Department. The department director is a colonel, and the instructors are field grade officers (majors and lieutenant colonels) who have completed the Command and General

Staff Officer Course. One instructor is authorized per yearly phase (phases I, III, and V taught from September to May) and/or separate locations in which classes are conducted. Approximately 650 instructors teach more than 7,000 USAR students annually at 350 teaching locations throughout the world. Instructor turnover from year-to-year is about 30 percent. The instructor civilian education level for academic year 1974-75 was:

<u>Educational Level</u>	<u>Percentage</u>
Professional/doctorate degree	17
Master's degree	27
Bachelor's degree	38
Some college/no degree	13
Secondary/no college	5

Group study leaders are CGSC graduates who conduct regular study sessions for some correspondence course students under the group study program. The group study leaders are volunteers and serve without remuneration. There are normally 10 of these study groups with approximately 150 students located in predominately remote overseas areas.

Forty to fifty USAR officers with advanced degrees in manifold fields evaluate the student military writing papers submitted as part of the course work. The writing requirement evaluators receive retirement point remuneration for their work.

Annually about 50 visits are made by resident CGSC staff and faculty members to USAR schools and Reserve component units. The purpose of these liaison visits is to assist the USAR schools and Reserve component units in accomplishing their educational/training mission; to provide feedback to

the College for doctrinal and procedural changes; to provide a learning experience for the resident author/instructor; to establish an additional face-to-face means of communications; and to enhance the overall efficiency and effectiveness of the College.

Student Body

As was earlier stated, the College nonresident program was initially established to provide CGSC instruction to Reservists (Army National Guard and Reserves) and was later opened to Active Army (AA) personnel. Figure 18 depicts the USAR school enrollment statistics for academic years 1973-74 and 1974-75. It should be noted that more than one-half of those enrolled are members of the Army Reserve, fulfilling the original intent. Figure 19 shows similar data for students enrolled in the correspondence course program as of 1 January 1973, 1974, and 1975. Figure 19 also indicates Allied students and others. The other column includes members of the Marine Corps, Navy, Air Force, Coast Guard, and eligible Civil Service employees. The total enrollment in both programs as of 1 January 1975 was 13,359.

Figure 18. USAR school enrollment.

	<u>USAR</u>	<u>ARNG</u>	<u>AA</u>	<u>Total</u>
AY 1973-74	4,525(60%)	1,984(26%)	1,944(14%)	7,603
AY 1974-75	3,896(53%)	1,915(26%)	1,491(21%)	7,190

Figure 19. Correspondence course enrollment.

	<u>USAR</u>	<u>ARNG</u>	<u>AA</u>	<u>ALLIED</u>	<u>OTHER</u>	<u>Total</u>
1 Jan 1973	2,900 (39%)	1,701 (23%)	2,667 (36%)	109 (1%)	53 (-)	7430
1 Jan 1974	2,247 (30%)	1,353 (21%)	2,698 (42%)	140 (2%)	23 (-)	6461
1 Jan 1975	2,325 (38%)	1,278 (21%)	2,428 (38%)	93 (1%)	45 (0.5%)	6169

Although the Allied student enrollment is small, it is significant because of the additional administrative support requirements and special mailing procedures.

Certain subcourses are not sent to the Allied students because of the sensitive nature of the content. Allied students do not attend the Fort Leavenworth Phase; therefore, they are not awarded a diploma and are not counted in the statistical data for program graduates.

Statistical data for the 10-year period ending in academic year 1973-74 are at figure 20. These data, of course, include students from both basic programs.

Figure 20. Graduates, CGSO course.

<u>CY</u>	<u>USAR</u>	<u>ARNC</u>	<u>AA</u>	<u>Navy-Marine Air Force</u>	<u>Total</u>
1965					981
1966	1,187	101	50		1,338
1967	1,097	163	43		1,303
1968	977	139	87		1,203
1969	1,084	250	136		1,470
1970	912	231	197	3	1,343
1971	917	337	298	3	1,555
1972	1,150	407	320	4	1,881
1973	1,463	610	474	5	2,552
1974	1,242	492	457	7	2,198

It is interesting to note from figure 21 that of the graduates during calendar year 1974 approximately 32 percent ((657) held masters or doctorate degrees from civilian colleges.

Figure 21. Civilian educational level of graduates, 1974.

	<u>AA</u>	<u>USAR</u>	<u>ARNC</u>	<u>Total</u>
Doctorate degree	12	136	13	161
Master's degree	140	288	68	496
Bachelor's degree	210	572	133	915
College/no degree	24	126	108	258
No college	1	58	140	199
TOTAL	387	1180	462	2029

Postgraduation Programs

The nonresident postgraduation program is entitled the Graduate Refresher Course. It is composed of selected correspondence subcourses that reflect a major change in academic content. Its purpose is to provide individual graduates of the College with the current Army doctrine and policies that are the subject of instruction at the College. The program, provided only to graduates of CGSC, is a complete packaged course.

Each year the College publishes a list of instructional materials available to units to assist in their presentation of classes. Although not a separate program per se, this service, which is provided to Reserve and National Guard units, is refresher in nature. The material available includes lesson plans, student issue material, instructional aids (vu-graph slides, audio tapes, and video tapes), College reference books, and selected correspondence course subcourses. As with the Graduate Refresher Course, the

material offered reflects the most current doctrine concerning the Army in the field from brigade through higher echelons.

Future Plans for Nonresident Programs

Effective 1 October 1975 the enrollment criteria for the CGSO Course will become more stringent. Only commissioned officers with a minimum of 7 years of commissioned service and a maximum of 17 years of commissioned service or those who have not reached age 42 will be authorized to enroll. In addition, all course requirements must be completed with 48 months of the official enrollment date. These new criteria for enrollment and course completion are designed to insure that the student has the background and experience necessary to accomplish the purpose of the course, to enable graduates to serve in the Army for a reasonable period after completing the course, and to improve the educational effectiveness of the College nonresident program.

Educational television (ETV) has been incorporated into the USAR school program. Increased use of ETV is anticipated as resources permit. After a pilot program in academic year 1974-75, the program was expanded for academic year 1975-76. ETV is currently used only during the summer ADT phases. In academic year 1975-76, 17 of 23 lessons taught during the ADT phases are being supported by an ETV tape. Also, the Commandant has prepared a welcoming address for ETV presentation to all ADT students.

The College has been designated as the proponent for two courses designed for the professional development of officers in selected specialty programs. The courses, Operations and Force Development Specialty and Education Specialty, will be offered in both resident and non resident mode. Implementation in the non resident mode is programed for academic year 1977-78.

The College will initiate a formal academic transcript in nonresident programs in September 1976. The transcripts will include courses completed, credit hour equivalents, and letter grades.

The administration of the nonresident program will be fully automated after 1 October 1975. This refinement will enhance service to the students and provide a data source for evaluating the effectiveness of the nonresident program. The College has proposed an in-depth review of the nonresident program during the summer of 1976. The purpose of the review will be to improve the quality and effectiveness of the Command and General Staff College nonresident program. In addition to Headquarters, US Army Training and Doctrine Command, Headquarters, Forces Command, and the College, representatives from the Department of the Army, each Army headquarters, and USAR schools will be invited to participate in the conference.



RELATIONSHIPS WITH HIGHER EDUCATION

- CONSULTING FACULTY
- UNIVERSITY CONTRACT ELECTIVES
- COOPERATIVE DEGREE PROGRAM

CHAPTER XIII

RELATIONSHIPS WITH HIGHER EDUCATION

Consulting Faculty

In the spring of 1968, the College initiated its Consulting Faculty Program to broaden its faculty, to enhance its academic excellence, and to better its communications with the civilian academic community. Since then, members of the Consulting Faculty, most of whom hold academic appointments and, in addition, are Reserve and National Guard officers, have participated in all important aspects of the College's activities. Many consultants possess expertise in area studies in addition to their basic disciplines of economics, history, political science, geography, or sociology, and serve as monitors, lecturers, and advisors during seminars.

Other members with a background in educational methods, techniques, and related matters have evaluated present programs and have suggested improvements and innovations in the CGSC Library, computer-assisted instruction, educational television, programmed instruction, research methodology, operations research and systems analysis, and communicative arts.

Members also participate in the Master of Military Art and Science Degree Program by reviewing and evaluating theses prepared by degree candidates. In addition, the consultants prepare recommendations on the nature, scope, and development of the College's program leading to the award of a master's degree in Military Art and Science.

Basically then, consulting faculty members are assigned the same type of duties performed by resident faculty members, excluding chiefly administrative tasks. Consulting members are invited not to replace, but to augment and complement the knowledge and skills of resident faculty members.

Consulting faculty members also contribute to the mission of the College through correspondence, to include review or authorship of lesson material, participation in research projects, and preparation of programed instruction.

The selection process for the Consulting Faculty Program is very rigorous. Applicants who are tendered an appointment to the Consulting Faculty possess one or more advanced degrees and bring with them unique and extensive experience and expertise. Qualifications of prospective members are screened by both staff and instructional departments before any applicants are invited to participate.

In addition, active members of the Consulting Faculty are subject to vigorous quality control. After each tour, department directors are asked to evaluate each member's effectiveness and to suggest means for more effective utilization.

Evaluation is not the province solely of the resident faculty; each Consulting Faculty member is required to give his view of his tour and to make suggestions for more effective employment.

In academic year 1974-75 a total of 36 officers participated in the Consulting Faculty Program. These officers represented 30 institutions. In sum, they were on duty at the College for 1,350 days.

University Contract Electives

The University Electives Program is an arrangement whereby interested students may take graduate and/or undergraduate-level university courses to supplement and expand their basic CGSC program. Electives were first taught at CGSC in 1967-68 by Kansas University. The courses were languages and communicative arts. As the program expanded, political science, history, and business courses were added. Languages were deleted because of

lack of interest by CGSC students. By 1970-71, three local universities (University of Kansas, Kansas State University, and the University of Missouri-Kansas City) were teaching at CGSC.

Over the years a pattern of courses has developed. New courses have been added and some old ones have been deleted. Coordination has been on an informal basis by the staff officers concerned with civilian university programs.

Because of the major reorganization of the CGSC curriculum, it was decided that for the current academic year the teaching departments should be resurveyed for their desires concerning university elective courses. Each department was asked to submit a priority list of courses it wanted. Catalogs of the three universities were provided. The only restriction on selection was that courses chosen should be relevant to the subjects taught by that department.

The results of the department's requests were consolidated and the elective selections were made. Guidance for selection of electives was that choices would be dispersed among the departments as equally as possible and that the final total would be limited by the budget. Course selections were circulated through the departments for comments and concurrences. Comments were considered and final choices made. Future university elective selection procedures will continue to follow this procedure.

Although all university electives are designed to support the common curriculum, one group of electives, specifically, supports the Cooperative Degree Program. Another group of electives is designated as "curriculum supporting" because while not usually applicable to one of the Cooperative Degree Program selections they have been requested specifically by CGSC instructional departments to support various aspects of their courses. Examples

of this latter category include communicative art courses, special courses in drug abuse, and a seminar in rhetoric of the mass media.

University contract electives are conducted at CGSC as presented at the resident campus. Most of these courses require some type of research effort in the form of a written report. The depth of research required and the length of the report vary with the course and the instructor.

University contract elective courses are presented on Thursday afternoons. They are taught on a semester schedule. Fall semester university electives are offered on an overload basis. In the spring semester, university contract electives are scheduled on Thursday afternoons on an early session-late session basis. This allows the student to take 6 semester hours of university elective courses if desired during the regular elective terms.

Allied students may take any university elective offered so long as stated prerequisites are met.

Cooperative Degree Program

In August 1969, the Army Chief of Staff, General William C. Westmoreland, in his guidance on the Army Education System, designated CGSC as the focal point of a system of continuing education through which award of a master's degree in an appropriate discipline by the cooperating university would be the goal. At that time, the Commanding General, CONARC, directed that such a program be established at CGSC commencing FY 71. Negotiations with local universities ensued and resulted in the Cooperative Degree Program, which was inaugurated as an integral part of the 70-71 CGSC academic program for Regular Course students.

The Cooperative Degree Program is an arrangement whereby students of the CGSC Regular Course may complete a master's degree in selected disciplines from one of several universities: University of Kansas; Kansas

State University; University of Missouri-Kansas City; Northwest Missouri State University; Wichita State University; Florida Institute of Technology at Melbourne, Florida; and Appalachian State University at Boone, North Carolina. Part of the required course work is taken through the CGSC's university elective program, with the final portion being completed in residence at the university. Credit for CGSC common curriculum courses and electives may or may not be granted, depending on the policies of the cooperating institution.

Currently, the Cooperative Degree Program is predicated on the student's completing his degree in a 6 to 7 month period of full-time attendance at a cooperating university after CGSC graduation (a summer term and a fall semester). To have a reasonable chance of completing this program in the allotted time, the student is encourage to arrive at CGSC with 6 hours of transferable graduate credit applicable to one of the disciplines. Unfortunately, many students do not have the transfer credit when they arrive. Many university academic departments grant credit for CGSC experience based on the ACE Guide to the Evaluation of Educational Experience in the Armed Services.

Admission of CGSC to the North Central Association as a Candidate for Accreditation status has caused several local university academic departments to reconsider their positions on recognizing CGSC academic credit. Discussions are continuing with all departments to secure the most favorable degree opportunities for the CGSC student with no transfer hours (zero-base). All new cooperative degree disciplines are being designed to present programs that are feasible for students with no previously earned graduate credits to complete within the time limits prescribed.

The Officer Personnel Management System (OPMS) is having an effect on the design of the program. Each of the current disciplines is being

studied for compatibility with OPMS educational patterns for the 45 specialties. New disciplines are being investigated for addition to the program after considering OPMS. In 1975, three new programs were offered: Education, Systems Management, and Computer Science. In 1976, two programs, Administration of Justice, and Contract and Procurement Management are being added. In addition, two programs, Speech Communications and Statistics, not applicable to current shortage disciplines were discontinued. Existing programs in history and political science were reoriented to alleviate shortages in foreign area specialty disciplines. The administration programs are being redesigned to attenuate shortages in the business disciplines of ADP, ORSA, comptrollership, and logistics.



CONFERENCES—SYMPOSIUMS

- CONFERENCES ON FIELD MANUAL 101-10-1, STAFF OFFICERS' FIELD MANUAL, ORGANIZATIONAL, LOGISTICAL AND TECHNICAL DATA
- STRATEGIC MOBILITY CONFERENCE
- CONFERENCE ON DEFENSE OF CENTRAL EUROPE
- SYMPOSIUM ON ARMY WRITING
- INTELLIGENCE SYMPOSIUM
- SYMPOSIUM ON OFFICER RESPONSIBILITY

CHAPTER XIV

CONFERENCES AND SYMPOSIUMS

In previous chapters the extensive research/doctrinal responsibility of the College and its influence on the instructional mission has been emphasized.

The meetings that are held at Fort Leavenworth continuously throughout the year contribute significantly to the accomplishment of the research/doctrinal mission. These meetings provide the faculty and students with an opportunity to exchange views among themselves and with individuals outside the College; to provide an exchange of views regarding methods of teaching and substance of instructional material; and to exchange views and information needed to accomplish research in military art and science. Many meetings at Fort Leavenworth are conducted as normal business; however, this chapter considers only those conferences and symposiums formally convened at Fort Leavenworth. The completion of some research tasks requires several meetings. Most often, in the area of coordinated research, a group meets on several occasions to decide overall direction of the project, to define specific input requirements to be provided by agencies outside Fort Leavenworth, and to prepare the final research document.

For the purposes of this chapter, these continuing meetings are considered as one. The number and nature of meetings conducted by this College vary from year to year depending on the requirements for instructional information and research requirements.

Conferences on FM 101-10-1, Staff Officers' Field Manual, Organizational, Logistic, and Technical Data.

FM 101-10-1 is a reference document used by staff officers at all levels in planning for the support of military operations. This manual, in use for a number of years, requires periodic update because of changes in military

organizations, introduction of new weapons and munitions, and updated information gained from recent conflicts. In early 1974, the College was given the responsibility for updating this manual. A meeting of representatives of Army organizations was held in April at Fort Leavenworth. The purpose of this meeting was to bring about an exchange of ideas directed toward putting a useful revised manual in the field as quickly as possible.

During a second meeting held in June 1974 and attended by the same representatives present at the April meeting and representatives of user and data development organizations, specific requirements were given to other organizations to prepare those portions of the manual that were within their areas of expertise. The organizations returned their inputs to the College where they were combined into a draft manual. The draft manual has been reviewed locally and shortly will be distributed for Armywide coordination.

Another meeting is planned for November. During this meeting the comments on the draft will be resolved. Following this meeting a final draft will be prepared and a final document will be published. It will be issued Armywide in January 1976.

Strategic Mobility Conference

A strategic mobility conference was held on 18-19 June 1974. Representatives of US Army and Air Force agencies involved in planning and executing strategic movements of personnel and equipment were present. The purposes of this conference were to provide real-world input into the College curriculum and to provide an environment for the representatives of the many organizations involved in strategic mobility planning to freely and openly exchange points of view. In terms of these purposes, the symposium was a success. The College received valuable real-world information to include in the curriculum.

Further, all participants gained a greater appreciation of the impact of strategic mobility problems on the various organizational levels.

Conference on Defense of Central Europe

The defense of central Europe against attack from the East is of major concern to the US Army. To develop doctrine to improve capabilities for this defense, the College hosted a series of meetings. Attendees included representatives from the entire combined arms and research communities of the Army, the German and Canadian Forces, and the US Army organizations committed to the defense of central Europe. Various concepts for the defense of this region were examined and a realistic concept was developed. This concept is presently being examined in detail through study, discussions, and simulation techniques. To date, five meetings have been conducted. Future meetings are planned to refine the concept. The ultimate result from these efforts will be a doctrinal base for developing successful defensive plans for central Europe.

Symposium on Army Writing

The symposium on Army writing was conducted at Fort Leavenworth on 3-4 December 1974 to assist the Commandant in developing a writing program for academic year 1975-76 and to discuss means of making written communications more effective throughout the Army. Delegates from 16 military installations, including representatives of the British Army, Canadian Forces, and the US Marine Corps, attended. There was unanimous agreement that poor written expression is a serious problem throughout the Army and that, ultimately, the only way to correct the situation is through a total program. However, most of the discussion concentrated on measures that can be taken now, primarily at the service schools and the CGSC. A progressive program to improve the writing ability of Army officers was developed for use in the service

schools and the CGSC. The program provides guidelines for instruction and work for the students attending a basic branch course immediately upon entry into the service; when he attends the advanced branch course after 4 to 5 years of service; and while attending the CGSC, which occurs between the eighth and fifteenth year of service. The portion of the progressive program developed for the College is being implemented.

Intelligence Symposium

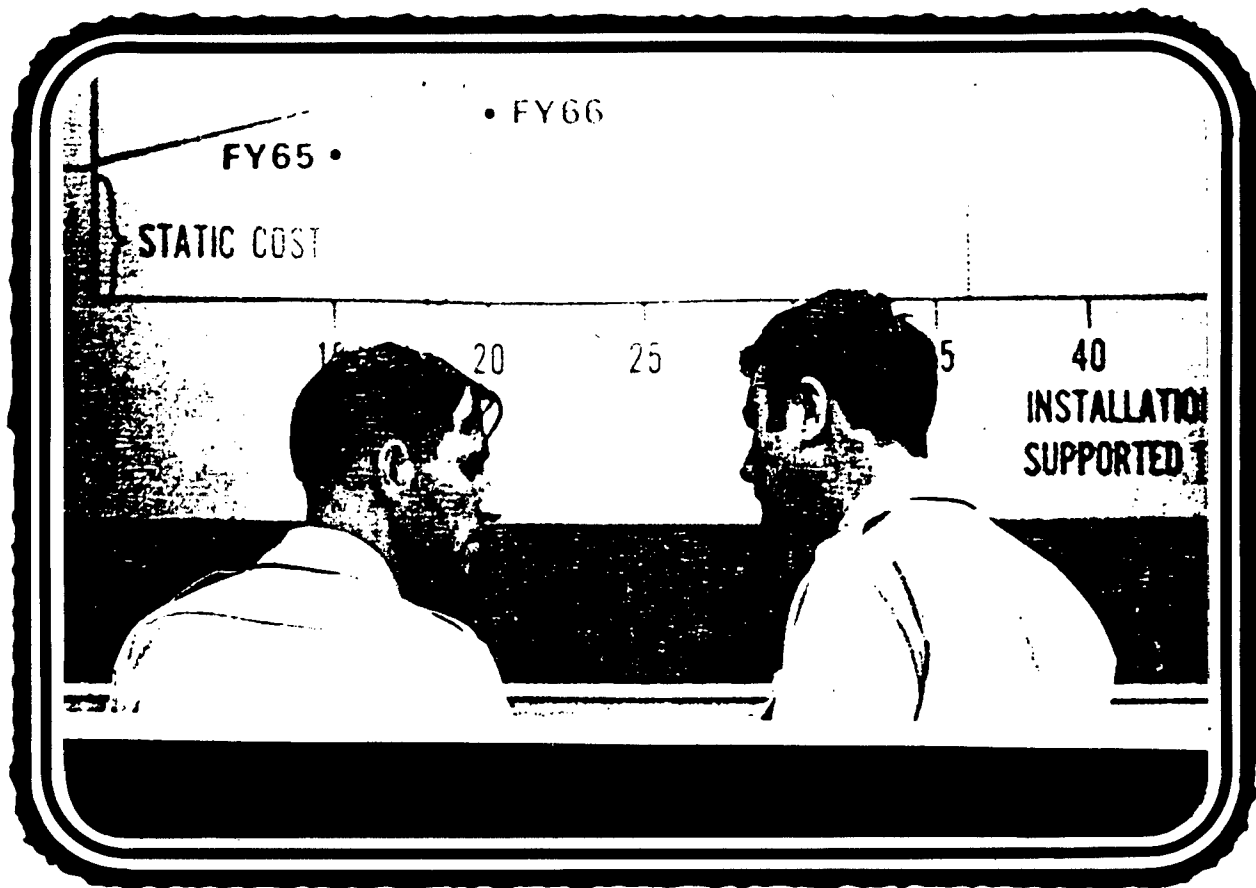
An intelligence symposium was conducted on 20 January 1975. The purpose of this symposium was to provide the students with an understanding of the various agencies of the intelligence community and how their efforts are coordinated to develop the strategic intelligence information presented to the President and the National Security Council. High-ranking officials from various agencies of the intelligence community were present. Dr. Albert C. Hall, Assistant Secretary of Defense (Intelligence), opened the symposium with an overview of the intelligence organizations, their successes, and their problems. Each representative of the various agencies discussed the organization and function of his agency. Following these presentations the students directed questions to the members of the symposium. This symposium markedly increased the students' understanding of the complex problems facing the intelligence community and the significance of that community to our national defense.

Symposium on Officer Responsibility

A symposium on officer responsibility, which addressed the responsibility of an officer to his mission, to his men, to society as a whole, and to himself, was conducted at the CGSC on 28-30 April 1975. The symposium was patterned after a similar meeting held at the College a year earlier. The success of the earlier meeting resulted in the decision to repeat the process in 1975.

Attendees from outside Fort Leavenworth included 20 general officers, 21 colonels or lieutenant colonels, and 26 civilians. The civilians were college professors, members of the news media, and members of the Congressional staffs. Through a series of lectures, panels, and discussions of selected case studies, the students were fully involved in the consideration of contemporary professional and personal real-world problems. While this symposium provided no specific solutions to the many real-world problems addressed, the students gained significant insight regarding these problems through discussions among themselves and with the visitors. The visitors received a clear understanding of the thoughts and concerns of approximately 1,000 of the Army's finest mid-career officers attending CGSC.

This year's symposium was considered an overwhelming success by all in attendance. Consequently, it is planned to integrate a similar meeting into the common curriculum next year.



MASTER OF MILITARY ART AND SCIENCE PROGRAM

- HISTORY OF THE PROGRAM
- DEGREE GRANTING AUTHORIZATION
- THE PRESENT PROGRAM
- RETENTION, REPRODUCTION, AND DISTRIBUTION OF THESES

CHAPTER XV

MASTER OF MILITARY ART AND SCIENCE DEGREE PROGRAM

History of the Program

A special program leading to a Master of Military Art and Science (MMAS) Degree for selected Regular Course students is presently in its thirteenth year at the U.S. Army Command and General Staff College (CGSC).

Conceived under the leadership of former CGSC Commandant and later Army Chief of Staff, General Harold K. Johnson, the advanced degree program in military art and science was inaugurated in academic year 1963-64. Accreditation was sought from the civilian academic community. The North Central Association of Colleges and Secondary Schools (NCA) visited the CGSC, studied its curriculum, faculty, and facilities, and voted to approve preliminary accreditation of the degree program on 19 March 1963. Subsequently, the College requested that the Department of Defense solicit congressional approval for degree-granting authority.

In 1967 the Department of Defense approached the Department of Health, Education, and Welfare (HEW) with the legislative proposal for degree-granting authority. It was referred to HEW's Office of Education, which further solicited the concurrence of the American Council on Education (ACE). The Council "interposed no objection," and the HEW Review Committee submitted a favorable report after its visit to the College on 17-18 April 1963.

The legislative proposal to authorize the CGSC Commandant to confer the MMAS degree was subsequently introduced into the US House of Representatives (H.R. 15231) in February 1968 and was passed by the House on 6 May 1968. The bill was sent to the US Senate the following day. Suffering from a low

priority, the bill died in the Senate Armed Services Committee in each Congress since 1968 until 1974.

In the meantime, the preliminary accreditation granted in 1963 by the North Central Association of Colleges and Secondary Schools was rescinded as of 30 June 1966, with the understanding that the case would again be reviewed by that association when and if CGSC received degree-granting authority. To insure that the College maintained academic standards worthy of future accreditation, the CGSC Civilian Advisory Committee of distinguished civilian educators was formed. This body has met annually since 1968 to review the MMAS Degree Program at CGSC. It has annually given "unanimous enthusiastic support to the legislation to authorize the MMAS degree."

The number of students successfully completing the MMAS Degree program during the years 1964-1975 is as follows:

Graduating class	US officers ¹	MMAS completions
1964	640	19
1965	670	22
1966	670	19
1967	703	16
1968	1,247	23
1969	1,248	16
1970	1,244	4
1971	1,244	22
1972	1,273	12
1973	1,008	13
1974	1,009	15
1975	1,004	42

¹Allied officers are ineligible.

Degree-Granting Authorization

On 31 July 1974, Congress approved the Department of Defense Appropriation Authorization Act of 1975 and the President signed the bill into law on 5 August 1974. (See app H). Included in the bill was an amendment to chapter 401 of title 10, United States Code, authorizing the U.S. Army Command and General Staff College to award the MMAS degree. This legislation provided that the recipient of the degree must have earned the equivalent of 30 hours of graduate credit at CGSC, have submitted an acceptable master's thesis, and have demonstrated competence in military art and science as evidenced by satisfactory performance on a comprehensive examination. Moreover the law prescribes that these degree requirements may be altered only with the approval of the NCA. The legislation also authorized the award of the degree to the 181 officers who had successfully completed the MMAS Degree Program since its inception.

Following the enactment of the legislation, the College proceeded to re-establish relationships with the NCA. After a series of conferences, a memorandum of agreement (app I) was developed that outlined the procedures by which the CGSC could seek to attain affiliate status in April 1975 and membership status the following year.

In November 1974 the College submitted its Status Study Report. This action was followed by an on-site evaluation team visit in January 1975. Affiliate status was officially awarded on 9 April 1975.

The passage of the degree granting legislation, although occurring just prior to the start of the College year, substantially increased interest in the MMAS Degree Program. Sixty-seven officers of the 1974-75 Regular Course were admitted to the program. Of these, forty-two completed all degree requirements.

Awarding the first formal MMAS degree diplomas was the highlight of the 6 June 1975 Graduation Day ceremony. At that time MMAS degrees were conferred on 42 officers of the 1974-75 class and, retroactively, on 181 officers who had completed the program earlier. (See app I).

The Present Program

The objectives of the MMAS Degree Program are threefold:

- Make significant research contributions to the discipline, military art and science.

- Provide an appropriate award (master's degree) for scholarly achievement.

- Enhance research competence.

Admission to candidacy for the MMAS degree is by application only. Admission is limited to US students of the Regular Course and not to exceed 10 members of the CGSC staff and faculty each year. All applicants must hold an accredited baccalaureate degree. Staff and faculty applicants must be Regular Course CGSC graduates as of 1971 or later and have earned a class standing in the upper half of their CGSC class. To apply for the program, the officer will--

- Submit a formal application on CGSC Form 76 to the Director, MMAS.

- Provide evidence of ability to do graduate work as indicated by an earned graduate degree or an acceptable score on a graduate-level aptitude test (The Graduate Records Examination or Miller Analogies Test are recommended).

- Submit a research proposal.

The number of officers admitted to candidacy will not exceed 100.

The research proposal is an integral part of the application. The proposal is reviewed by the Director, MMAS. If the applicant is admitted to

the program, the proposal is reviewed by the research advisor. The purpose of these reviews is to determine the appropriateness of the proposal for graduate-level study, its value to the field of military art and science, and the feasibility of the problem statement in light of the resources available to support the project. On approval of the candidate's problem statement, a full thesis proposal will be developed under the guidance of the research advisor and will include the following:

1. A clear delineation of the nature and scope of the research.
2. Essential background information, to include the importance and relation of the thesis to military art and science, past or present related research, and appropriate definitions.
3. The proposed approach, to include applicable research methods and techniques, information of required data and sources, the way in which such data are to be treated, critical assumptions, and tentative hypotheses or research questions.
4. An annotated bibliography and explanation of other sources of information to provide an assurance to the Director, MMAS, and the thesis committee that sufficient specific data are available to proceed with the research.

The thesis must show independent thinking, original investigation, mastery of subject matter, and ability to do research in the field of military art and science. Its final acceptability will be determined by the quality of:

1. The research and its significance to military art and science.
2. The presentation of this research in writing.

Retention, Reproduction, and Distribution of Theses

The thesis committee will forward the approved thesis, with abstract, to the Director, MMAS, for final review. A recommended distribution plan will accompany each thesis to include a recommendation of whether or not the thesis should be sent to the Defense Documentation Center for inclusion in the holdings of that agency.

The Director, MMAS, will forward the recommended distribution plan to the Director of Doctrine, who will coordinate the plan throughout the Combined Arms Center and send the coordinated distribution plan to the Chief, Library Division.

The Director, MMAS, will forward the approved thesis to the Chief, Library Division. The Chief, Library Division, will (1) have the thesis bound for permanent retention in the CGSC Library; (2) have copies made in accordance with the distribution plan; and (3) distribute the copies when reproduced.

MMAS thesis abstracts will be printed in the pamphlet, CGSC Abstracts of MMAS Theses and Selected Research Studies, published annually by the Director of Doctrine. The Director of Doctrine will furnish the Chief, Library Division, with a list indicating to whom copies of the pamphlet are to be mailed.



FUTURE PLANS

- OVERVIEW
- PLAN FOR INSTITUTIONAL DEVELOPMENT

CHAPTER XVI

FUTURE PLANS

Overview

The preceding chapters have, quite properly, described the College as it presently functions. However, there have been frequent references to recent changes. This reference is appropriate because the CGSC is dedicated to development and progress.

The process of rotating Commandants, Deputy Commandants, and faculty has the effect of causing a systematic review of goals and procedures by each administration. The rotating faculty and the student body provide a constant infusion of recent field experience that affects the curriculum. Additionally, changes within the military profession at large--organizational and societal--have an understandable impact on CGSC.

It is evident from any objective review that CGSC has responded to these influences. Indeed, the entire post-World War II history of the College is the story of its evolution from the World War II training school designed to produce many graduates for immediate use as staff technicians to the present professional graduate school intent on producing problemsolvers and decision-makers.

Future planning is considered the ordinary function of each staff agency and operating element of all military organizations. For the most part planning at CGSC has followed this pattern, especially as it pertains to relatively short-term matters. For longer projections, the regular planning process has been augmented from time to time by ad hoc groups established specifically for the purpose.

Plan for Institutional Development

At the September 1970 meeting, the CGSC Advisory Committee was briefed on plans for curriculum development. Although in agreement with the curriculum developments under consideration, the committee recommended that curriculum development be integrated into a more all-inclusive plan covering all aspects of the College. The result was the development and approval of the Plan for Institutional Development (CGSC 1975) dated 14 October 1971. (See app K). For the first time, there was a blueprint for directed change.

By 1975 most of the specific goals of the 1971 plan were realized. In the interim there were a number of external developments that would affect the future. A revised plan was in order. That plan was announced on 24 March 1975 and is reproduced below.

DEPARTMENT OF THE ARMY
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
FORT LEAVENWORTH, KANSAS 66027

ATSW-EA

24 March 1975

MEMORANDUM FOR: Staff and Faculty, USACGSC

SUBJECT: Plan for Institutional Development (CGSC - 1980)

The purpose of the Plan for Institutional Development is to establish a series of objectives and goals designed to provide direction for the continuous development and improvement of CGSC. These objectives and goals derive from an overall aim to insure that the College remains a professional graduate school responsive to the evolving needs of the Army. To achieve this aim, the following objectives and specific goals are announced:

I CURRICULUM

Objective: Develop a professional graduate curriculum that meets the needs of OPMS mid-level education.

Specific Goals:

1. Develop a curriculum that produces trained and educated officers of quality, insight, character, and motivation who are suitably prepared for the challenges facing the professional officer in the last quarter of the 20th Century.

2. Develop a common curriculum that provides a concentrated and high quality education in those subjects which all Army field grade officers should know.

3. Offer a variety of optional courses that extend the common curriculum and provide for professional development especially in the Army-in-the-field OPMS specialties.

4. Refine and articulate objectives for each course and for each lesson within a course based on overall curriculum objectives.

5. Develop a systematic approach to curriculum design that insures the achievement of specified performance objectives.

6. Complete the systematic design of curricula to support CGSC proponency for the Operations/Force Development and Education specialties.

7. Develop research programs that fully utilize the student's expertise in areas associated with improving the Army.

8. Develop a plan to implement OPMS objectives in the College nonresident program.

II INSTRUCTIONAL METHODS AND PROCEDURES

Objective: Develop and plan instructional methods and procedures in consonance with educational philosophy and curriculum design.

Specific Goals:

1. Develop a systematic procedure for the selection of instructional methods and procedures appropriate for the established objectives.

2. Reduce the subject matter density in order to promote the opportunity for analysis and discussion in depth.

3. Exploit educational innovations that show promise of improving the College's educational program.

4. Continue efforts to integrate automatic data processing systems and equipment into classroom instruction and research activities.

III FACULTY -- QUALIFICATION AND TRAINING

Objective: Upgrade the quality of the CGSC faculty.

Specific Goals:

1. Validate experiential and academic criteria for faculty appointments.

2. Develop procedures to insure that faculty qualifications are satisfied.

3. Develop a program for increasing faculty continuity in consonance with OPMS.

4. Develop departmental performance criteria for outstanding faculty to include research, teaching, and publication skills.

5. Develop resources and capabilities to support a continuing program of assessing and meeting faculty professional development needs with special attention to supervision of research, methods for improving writing, and appreciation of human resources development.

6. Continue efforts to develop an awareness in the faculty of the capabilities and limitations of automatic data processing in an academic environment.

7. Increase the appreciation and understanding by the faculty of the College nonresident program.

IV DOCTRINE

Objective: Establish procedures that will insure fulfillment of doctrinal responsibilities.

Specific Goals:

1. Effectively produce that portion of the Army wide training literature program assigned to CGSC and monitor that portion of the training literature program produced by associated schools.

2. Develop effective working relationships with CACDA for CGSC participation in doctrinal projects.

3. Develop processes so that student research efforts may support active doctrinal studies.

V INTERFACE WITH HIGHER EDUCATION

Objective: Gain acceptance and recognition as a full-fledged member of the higher education community.

Specific Goals:

1. Obtain Army-wide recognition of the MMAS degree as the badge of scholarship in the military profession.

2. Gain recognition of the faculty in the higher education community as the center of scholarship in the military profession.

3. Regain accredited status with North Central Association.

5. Establish a faculty research program designed to enhance the College's doctrinal responsibilities, to support the College curriculum, to promote scholarship, and to provide for professional academic affiliation of faculty members.

6. Develop graduate and/or undergraduate programs which interface CGSC courses with those from cooperating universities to provide degree program opportunities which will support OPMS specialty training requirements..

7. Develop an official transcript for the nonresident program.

VI STUDENT-FACULTY RELATIONSHIPS

Objective: Create a climate wherein learning and research for the Army are perceived by faculty and students as a cooperative enterprise.

Specific Goals:

1. Modify student and faculty attitudes in order to eliminate the "we-they" syndrome.

2. Insure that all College literature produces an appropriate expectancy of high achievement among the student body and the staff and faculty.

3. Identify and eliminate procedures that stifle or discourage creativity, innovativeness and/or a unique response.

VII FACILITIES AND EQUIPMENT

Objective: Improve or modify facilities and equipment to fully support College educational program.

Specific Goals:

1. Develop the library and library services to support programs of professional graduate study and research.

2. Develop an integrated learning resources center facility.

3. Modify Bell Hall classrooms to facilitate their use as settings for seminars.

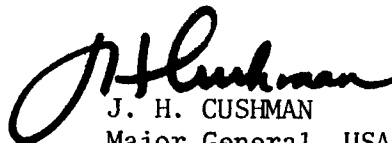
4. Upgrade the ETV production studio.

5. Convert ETV from black and white to color.

6. Continue to develop facilities and services of the Data Services Center and the progressive upgrading of electronic processing equipment.

7. Continue to develop the ADP administrative support of the student registration and class scheduling systems with the goal of a fully automated, interactive system.

8. Provide a primary classroom in Bell Hall for all resident classes of the nonresident/resident program.


J. H. CUSHMAN
Major General, USA
Commandant

The issuance of the March 1975 document was followed by a detailed plan for implementation. For each of the specific goals, a proponent was designated; one or more milestones with completion dates were identified, and an evaluation procedure was established.

There will be in-process review conducted semiannually to monitor progress. It is reasonable to expect that the goals announced in the March 1975 Plan for Institutional Development (CGSC - 1980) will be substantially attained. No doubt a revised plan will be required before 1980.

Future planning at CGSC will continue to result in progressive development. It is an intrinsic characteristic of the CGSC. As the College incorporates modification it remains responsive to changing Army requirements. In a very real sense, CGSC is a TRADITION IN TRANSITION.